



Department of  
Education

**Shaping the future**

# Dumbleyung 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 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 [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Dumbleyung Primary School is located approximately 270 kilometres south-east of Perth in the Wheatbelt Education Region.

The school has an Index of Community Socio-Educational Advantage of 974 (decile 6).

Currently there are 45 students enrolled at the school from Kindergarten through to Year 6.

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

The first Public School Review of Dumbleyung Primary School was conducted in Term 4, 2018. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

## 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:

- Staff involvement in school self-assessment processes was high, with collective engagement to the development of domain summaries and ownership of school improvement evident.
- The Electronic School Assessment Tool (ESAT) submission provided clear alignment between evidence and judgments made about the school's performance.
- During the validation visit, staff, parents, community members and students contributed enthusiastically to discussions adding further value to the school's ESAT submission.
- The 2023 ESAT submission detailed the work that the school had undertaken to address the recommendations of the 2018 Public School Review.
- Ongoing cycles of school self-assessment aligned to the School Improvement and Accountability Framework are in place informing assessment of performance and planning.

The following recommendations are made:

- Avoid repetition of entries and evidence sources by synthesising the contributions made by all staff.
- Continue to engage staff in school self-assessment processes guided by the foci and elaborations of the Public School Review Standard.

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### Relationships and partnerships

Viewed as the heart of the community, the school and community work in tandem. They strive to foster positive and engaging relationships with students, parents, staff and community that support and allow every child the opportunity to succeed.

### Commendations

The review team validate the following:

- Data from all domains of the staff culture survey indicate strong alignment and understanding of the conditions needed for optimal quality teaching and learning.
- Driving consistency across the school in teaching and learning practices, established collaborative structures and protocols create opportunities for staff to refine, reflect, review data and plan.
- A range of communication platforms are utilised by the school to ensure transparent, effective and open communication.
- The School Council has appropriate governance and structures in place to effectively contribute to, review and monitor the school's improvement processes.
- The school communicates regularly with families and provides opportunities for them to engage in events, celebrations and meetings regarding the teaching and learning programs.
- The active and highly valued P&C provides significant contributions and supports to the school.

### Recommendation

The review team support the following:

- Continue to acknowledge Aboriginal culture and reflect on what is needed to build culturally responsive practices aligned to the Aboriginal Cultural Standards Framework.

### Learning environment

Engaging, welcoming and supportive learning environments facilitate students in multi-aged classrooms to thrive through collaborative, inclusive and positive approaches.

### Commendations

The review team validate the following:

- Embedded whole-school values of learning, equity, excellence and care are guiding the development of a wellbeing plan and implementation of a whole-school approach to social and emotional learning.
- Through established students at educational risk (SAER) processes, staff are guided to identify and enact the early provision of required supports for all students.
- Evident through the implementation of MiniLit and MacqLit, the school is committed to evidence-based intervention approaches.
- Multi-layers of strategies and supports are in place to provide academic, social and emotional learning, and wellbeing provisions to students.
- There is a commitment to improving the indoor and outdoor learning spaces through targeted purchasing and allocation of resourcing for students.
- A dedicated space for staff to engage in collegial discussions and collaboratively plan, with access to relevant teaching resources, reflects the school's priorities in building staff capacity and teacher efficacy which is highly valued.

### Recommendation

The review team support the following:

- Embed the whole-school monitoring and tracking of SAER data to facilitate handover processes to facilitate transitions for students and staff.

## Leadership

'Every child, every day, commitment to achieve,' is the guiding moral purpose reflecting the school's vision of creating lifelong learners. A culture of high expectations is supported through strategic planning with clear purpose, direction and focus on teaching excellence and evidence-based high impact instruction.

### Commendations

The review team validate the following:

- With clear alignment to the priorities of the Department, and layers of planning in place, the Principal strategically leads with clarity of purpose and direction.
- Research informs leadership's focus on whole-school practices, evidence-based instruction and creating the conditions for student success.
- Leadership is distributed with clarity and expectations shared and understood.
- The support of an external instructional coach has supported staff to engage with whole-school programs and refine their practice.
- Collective commitment and willingness to undertake changes in the best interests of students is evident.
- Leadership extends beyond the school with engagement evident through the Principal network, school hubs, community forums and events.
- Student leadership is valued with respectful and comprehensive approaches in place to ensure students have an active voice in decision making.

### Recommendation

The review team support the following:

- Embed planning and implementation of the Aboriginal Cultural Standards Framework.

## Use of resources

The manager corporate services (MCS), in collaboration with the Principal, ensures the financial management, allocation of resources and decision making processes are transparent, evidence-based, monitored and student focused.

### Commendations

The review team validate the following:

- There is a strong commitment to the provision of professional learning for staff with clear alignment to evidence-based high impact teaching strategies and school priorities.
- Leasing arrangements are in place to ensure the provision and prioritisation of technologies are contemporary and support the teaching and learning programs.
- There is an unwavering focus and commitment to ensuring that indoor and outdoor learning spaces are modern, engaging, well-resourced and well-maintained.
- With representation from across the school, the Finance Committee meet regularly and provide sound oversight of the school's budget and finances.
- Academic extension programs and supports are well organised and resourced, with regular review of data validating effectiveness.

### Recommendation

The review team support the following:

- Formalise workforce planning that identifies key staffing strategies and potential strategies to address workforce gaps.

## Teaching quality

A culture of teaching excellence is founded on research and shared beliefs about teaching and learning with a commitment to delivery of evidence-based, low variance teaching.

### Commendations

The review team validate the following:

- High levels of staff engagement in reflective practice of observations and feedback is supported by protocols and processes aligned to agreed whole-school practices.
- Disciplined dialogue approaches are comprehensive and facilitate the targeted analysis of data.
- Through weekly staff and muster meetings, the provision of collaborative time for teacher reflection and refinement toward school priorities, current programs and practices are enabled and valued.
- Implemented in 2023, the whole-school instructional model is used by staff with fidelity to guide their planning, teaching and assessment strategies.
- All teaching staff have engaged in the EDvance Teaching Intensives program and commit to the planning for, and delivery of, high impact teaching strategies in their lessons.
- Aligned to the school priorities and resourcing, operational strategies and targets are documented with processes in place to regularly review and monitor, building high levels of accountability and ownership.

### Recommendations

The review team support the following:

- Continue to embed the whole-school instructional model in classrooms through high impact teaching strategies, engagement norms and TAPPLE<sup>1</sup>.
- Foster and build capacity of instructional coaches within the school and network.

## Student achievement and progress

The school uses a range of systemic and standardised data to inform decision making processes. Reflection on data ensures that best practice is effective and supporting students' growth.

### Commendations

The review team validate the following:

- A whole-school assessment and data collection schedule is in place to ensure consistency in assessments, data analysis and progress monitoring across the school.
- Staff maximise collaborative time and use established processes and tracking tools to analyse and review multiple sources of student data with collective ownership, toward improvement.
- Expectations and support for staff and students are established and articulated through the development of documented plans and use of ABLEWA<sup>2</sup>.
- In addition to learning journeys, opportunities for parents to be engaged in their child's learning program are in place. Data is shared and parents, teachers and students engage in three-way goal setting meetings.
- The use of individualised assessment folders is supporting handover processes.
- Brightpath Writing supports staff to moderate and measure individual achievement and growth.

### Recommendation

The review team support the following:

- Continue to embed processes that track whole-school student achievement.

## Reviewers

Rebecca Bope  
**Director, Public School Review**

Stuart Klose  
**Principal, Walpole 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.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Teach first, Ask a question, Pair-share, Pick a non-volunteer, Listen, Effective feedback
- 2 Abilities Based Learning Education, Western Australia