



Department of
Education

Shaping the future

Dalmain 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

Context

Opened in 1990, Dalmain Primary School is located approximately 20 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1071 (decile 2).

It currently enrolls 275 students from Kindergarten to Year 6 and became an Independent Public School in 2013.

Dalmain Primary School is supported by a School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Dalmain Primary School was conducted in Term 1, 2019. 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:

- The Principal participated in a Public School Review information session to enable understandings of the Electronic School Assessment Tool (ESAT) and validation visit.
- In preparation for the review, the Principal and deputy principal led staff through self-reflection processes with opportunities to unpack the Standard and make judgements on the school's performance based on the identification of evidence.
- The Principal, having been recently appointed, valued the review process as an opportunity to reflect on school performance and identify areas for celebration and improvement.
- A range of informed and invested staff, students and parents engaged enthusiastically during the validation visit, contributing to discussions and elaborating on evidence provided, adding significant value to the ESAT submission.
- A tour of the school and learning environments, with student leaders, enriched and contributed significantly to the validation process.

The following recommendations are made:

- In future ESAT submissions, include a succinct overview of planned actions and avoid repetition in order to enhance clarity.
- Continue to engage all staff and stakeholders in regular, collaborative self-assessment processes aligned to school planning.

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Relationships and partnerships

High levels of trust and respect are evident as the school, families and agencies work in partnership to ensure students thrive and achieve their potential at Dalmain Primary School. Professional and caring relationships, alongside a culture of high expectations, progress the school improvement journey.

Commendations

The review team validate the following:

- A strong culture of collaboration between staff is underpinned by mutual respect, trust, collegiality, high expectations and a collective commitment to student success.
- The school routinely collects community satisfaction feedback via surveys for students, staff and parents and uses this feedback to shape the school's direction.
- A variety of communication platforms inform staff and families of school operations and coming events. Highly valued by parents is the on-going support provided in accessing and using Seesaw and the fortnightly Sway newsletter, showcasing highlights of the week and memories from the past.
- Rich partnerships with the School Board, P&C, Meerilinga Children and Community Services, Care for Kids, West Coast Language Development Centre, Kingswood Network, Sport X and local secondary schools are enhancing outcomes for students and providing support for staff.

Recommendation

The review team support the following:

- Continue to explore partnerships that enhance school priorities and initiatives to support outcomes for students.

Learning environment

A learning environment designed to maximise student engagement and inclusion is a whole-school priority. Strong advocacy for students and a deep understanding of each child's background is leading to collective staff responsiveness in establishing a safe and welcoming school.

Commendations

The review team validate the following:

- The school's vision of 'Care, Strive, Achieve' encompasses the holistic approach by staff to support and develop every child in the inclusive learning environment.
- Students requiring targeted interventions are supported through a comprehensive case management approach. Data collection, observations, escalation profile tracking and behaviour management plans, building longitudinal evidence, is detailed in the Record of Intervention/Investigation and comprehensive handover files provided to staff each year.
- Experienced and highly valued education assistants support teachers in classrooms, by leading individual and group intervention programs, contributing to the improvement of student outcomes.
- Promoting positive health and wellbeing is a priority with key initiatives, including a highly supportive chaplain, a therapy dog and the 'Grow Your Mind' program, contributing to student engagement.
- Every Year 6 student takes on leadership responsibilities, including prefect and faction captain roles, assisting in the Dalmain Urban Garden (DUG), supporting specialist teachers and reading to early childhood students. Engaging lunch time clubs are also student led.

Recommendation

The review team support the following:

- Proceed with the intent to refine the Students at Educational Risk and Behaviour Management policies and processes.

Leadership

The Principal and deputy principal are building on the highly collaborative and democratic approach to leading school improvement. Whole-school structures and practices have enabled the development of leadership opportunities for staff, empowering authentic contributions, consultation and evidence-based decision making.

Commendations

The review team validate the following:

- Change is managed in a strategic, measured and informed manner. Led by Phase of Learning Team and curriculum leaders, this model provides guidance, support and an avenue for all to have input before and throughout implementation of a new initiative, strategy or process.
- A distributed leadership model, involving all levels of the school, supports staff in their work. It is inclusive of shared planning, peer modelling, observations and feedback, as well as informal opportunities for engagement and interaction.
- A significant number of senior teachers work collaboratively, using their teaching strengths and interests to lead whole-school initiatives.
- Clear operational plans and scope and sequence documents for all curriculum areas, aligned to current pedagogical approaches and the SCSA¹ curriculum, explicitly identify the content for each term, promoting whole-school consistency and low variance practices across the school.
- The performance management and development process provides a 'feedback loop' for teachers and allied professionals to link individual professional learning with whole-school initiatives.

Recommendation

The review team support the following:

- Proceed with the intent to provide opportunities for staff to undertake instructional leadership roles to further embed high quality teaching.

Use of resources

The Principal and manager corporate services (MCS) work in collaboration to lead strategic management of the school's physical, fiscal and human resources. There are clear and defensible links between comprehensive school budgeting, operational planning, and business plan targets.

Commendations

The review team validate the following:

- The MCS and school leadership team meet fortnightly to ensure prudent financial planning and budget management align with the Funding Agreement for Schools.
- The Finance Committee, together with the School Board provide oversight of school finances and have a sound understanding of their roles and responsibilities.
- The MCS empowers and provides comprehensive training for staff to better understand financial processes and practices.
- Student characteristics and targeted initiative funding is deployed with flexibility to meet the needs of students and achievement of the school priorities. This includes resourcing of essential staff such as allied professionals, a chaplain and school psychologist to cater for student needs.
- The P&C provides significant financial support, contributing to projects across the school, through extensive fundraising events.

Recommendation

The review team support the following:

- Continue development of the workforce plan, for immediate and future staffing requirements, ensuring staff are selected to fit the profile and possess the skillset required to progress the school improvement agenda.

Teaching quality

The school's focus on creating the pre-conditions of trust, collaboration and collective efficacy is building a strong foundation to achieve the goal of quality teaching and success for every child.

Commendations

The review team validate the following:

- A culture in which staff work together to use student achievement and performance data to inform teaching and learning programs is evident. Common DOTT² time provides further opportunities for staff to collaborate.
- Implementation of evidence-based programs, operational plans, scope and sequence documents, linked to the Western Australian Curriculum, all contribute to improving the consistency of teaching practices across the school.
- The establishment of collaborative planning structures, staff and Phase of Learning Team meetings, support teachers to collectively plan, analyse student data, moderate work and reflect on their practice in a trusting and supportive environment.
- Encouraging students in upper primary to set personal goals in the area of writing, as well as behaviour management, is positively impacting on their performance and self-esteem.

Recommendation

The review team support the following:

- Proceed with the intent to develop the Dalmain Instructional Framework for consistent and low variance use of agreed High Impact Teaching Strategies that align with the Quality Teaching Strategy.

Student achievement and progress

The school has been responsive to longitudinal student achievement and progress data and have committed to the implementation of data informed explicit teaching and learning.

Commendations

The review team validate the following:

- The introduction of the data platform, Elastik, is enhancing staff's data literacy, and informing their teaching and learning programs.
- School leaders and teachers are routinely involved in the analysis of whole-school, class and individual student data, guided by a comprehensive assessment schedule.
- The Australian Early Development Census data, the Kindergarten Assessment Tool and On-entry Assessments are providing staff with comprehensive information to support students in the early years, identifying those at risk or requiring intervention and extension.
- The analysis of NAPLAN³ data has resulted in the review of whole-school programs, particularly to support the development of student's writing ability.
- Staff have been provided with opportunities to undertake rigorous moderation processes to ensure grades align with data collated.

Recommendation

The review team support the following:

- Continue to embed the data platform Elastik, to identify, monitor and track student achievement and progress while informing teaching and learning programs.

Reviewers

Natalie Tarr
Director, Public School Review

Barbara Iffla
Principal, Jolimont 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 next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 School Curriculum and Standards Authority
- 2 Duties other than Teaching
- 3 National Assessment Program – Literacy and Numeracy