



Department of
Education

Shaping the future

Dalwallinu District High 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

Established on its current site in 1963, Dalwallinu District High School is situated approximately 250 kilometres north of Perth within the Wheatbelt Education Region.

The school has an Index of Community Socio-Educational Advantage of 970 (decile 7).

Currently, 229 students from Kindergarten to Year 12 are enrolled at the school, with students in Years 11 and 12 able to enrol in subjects through the School of Isolated and Distance Education (SIDE). Senior students also have the opportunity to participate in school-based traineeships.

Dalwallinu District High School has the support of the School Council and the Parents and Citizens' Association (P&C).

The first Public School Review of Dalwallinu District High School was conducted in Term 2, 2021. This 2024 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 and staff collaboratively engaged in broad analysis of the school's progress toward meeting the Standard for Public School Review as part of a process to better understand the priorities of an improvement agenda.
- The Electronic School Assessment Tool (ESAT) submission linked directly to the domains of the Standard. Evidence was presented covering all foci within these domains.
- A well-structured domain overview provided the review team with a clear narrative of the school's performance and demonstrated strong links between the analysis of evidence and planned actions for improvement.
- Constructive contributions from a wide cross section of staff, students and community members were provided to the review team during validation day meetings.
- The leadership team reported that the information derived from the self-assessment provided clarity and opportunities to work with staff and the School Council to develop a cohesive business plan with well-defined priorities for growth.

The following recommendations are made:

- Continue to embed reflection and analysis of data as a cyclical part of school self-assessment across the domains of the School Improvement and Accountability Framework.
- Maintain a focus on measuring the impact of selected interventions and strategies on student performance in regular monitoring leading to the next Public School Review.

Relationships and partnerships

The school's culture is underpinned by positive and respectful staff, student and community relationships. Effective and productive partnerships are developed and contribute to the school's intent to coordinate support and workplace opportunity for students.

Commendations

The review team validate the following:

- With the support of an Aboriginal and Islander education officer, the school has consulted families of Aboriginal students in an Education Forum and received feedback on what they see as working well and what could be improved.
- Enthusiastic and well-trained School Council members understand their governance role and the benefit of advocating for the school.
- An established P&C operates within the school and assists to upgrade facilities and provide a valued canteen service for students and staff.
- The community is provided with opportunities to interact with the school during events which build a sense of belonging and enjoyment. These include assemblies, a grandparent event, open days and sports carnivals.

Recommendations

The review team support the following:

- In collaboration with staff and School Council members, develop an Engaging with the Community plan to further support effective communication and engagement with all stakeholders.
- Maintain a focus on strengthening connection to Aboriginal families through the consultative development of a Reconciliation Action Plan and representation in decision making.

Learning environment

The development of a culture of high care and targeted support has resulted in practical processes and programs to ensure that the pre-conditions of learning are met for all students.

Commendations

The review team validate the following:

- Student health and wellbeing is measured through a social emotional learning tool administered through the Wheatbelt Education Regional Office. The Positive Culture Committee uses this data to focus action towards improving programs and processes that build a safe inclusive and culturally responsive school.
- Staff have a good understanding of the local issues affecting attendance and engagement and have clarified the processes in place to mitigate areas of concern.
- A policy and process for identifying, supporting and monitoring students at educational risk have been refined and communicated to staff. Targeted interventions, including documented plans and assistance from allied professionals, are facilitated in collaboration with external agencies and the school psychologist.
- An audit using tools from the National Quality Standard has identified areas of strength in the early childhood learning environment, including the delivery of age-appropriate health programs, mindfulness and consistent routines. The physical environment encourages exploration and play-based learning.

Recommendation

The review team support the following:

- Continue to refresh and refine the approach to Positive Behaviour Support to ensure that expectations are well known across the school and a consistent, developmentally appropriate, relational approach is integrated in the practice of all staff.

Leadership

A plan for moving towards consistent teaching excellence has been crafted and articulated through a collaboratively designed, shared vision. This has been accepted as a blueprint for improvement and leaders inspire staff to work together to meet the specific needs of students from culturally diverse backgrounds.

Commendations

The review team validate the following:

- Led by the Principal, the solution focused leadership team places high value on professional growth alongside evidence-based planning aligned to the documented expectations of the Department.
- The learning needs of students, represented in data sets, are at the forefront of planning to improve student progress and achievement and are regularly discussed at phase of learning meetings.
- There is a clear understanding that developing strong, distributed leadership, predicated on the expertise and interests of staff members, is vital to drive the ambitious improvement agenda undertaken by the school.
- The leadership team has led the development of more consistent, impactful instructional practice across the school, with a keen focus on the data narrative used to drive improvement.

Recommendations

The review team support the following:

- Ensure that all staff are regularly engaged in a performance review process that focuses on building their capacity to meet the varied needs of students and is connected to the priorities of the business plan.
- Manage the implementation of the ambitious improvement agenda with an agreed change model and schedule that incorporates opportunities to celebrate successes and monitors staff workload.

Use of resources

Planning, decision making, management and monitoring processes for the use of resources are aligned to conditions for student success. There is a developing link between the use of resources, operational requirements and the improvement intent of the school.

Commendations

The review team validate the following:

- Prudent financial management of the budget is evident. Processes are in place to prioritise, plan for and manage annual and longer-term budgets to ensure that the specific needs of students are met.
- The collaborative relationship between the Principal and manager corporate services ensures a focus on budget decisions that support the school's strategic planning.
- Regular review of targeted funding allocations ensures that assistance for students is provided efficiently and effectively. Examples include the flexible use of teacher time to supervise Year 11 and Year 12 SIDE instruction and professional learning to provide support for students living with a disability.
- Funds for major equipment replacements and upgrades are managed through the regular review of the reserve fund plans that provide for priority considerations.

Recommendations

The review team support the following:

- Develop full alignment of resourcing distributions with linked strategic and operational plans for improved student outcomes.
- Advance the plans to develop the secondary outdoor area and provide engaging facilities for secondary students' education.

Teaching quality

Staff understand the conditions under which quality teaching will prosper and are working towards a shared responsibility to deliver more consistency of instruction across the school.

Commendations

The review team validate the following:

- Whole-school literacy and numeracy plans have been developed to improve student achievement and progress through the phased implementation of Teach Well high impact instruction, daily reviews and lesson design.
- Staff understand the need to provide tailored support for students with specific learning needs. The ongoing review of instructional approaches and intervention is designed to improve the opportunities for students with English as an Additional Language or Dialect, Aboriginal students and students living with a disability.
- Staff have begun to use the Elastik tool to support the analysis of systemic and school-based data to inform more targeted teaching plans.

Recommendations

The review team support the following:

- Continue to use the Quality Teaching Strategy and Teaching for Impact resources to build, document and embed shared beliefs and instructional approaches.
- Ensure that instructional strategies are supported by evidence about how students best learn and are implemented strategically and consistently with the guidance of an instructional coach.
- Investigate and implement effective methods to provide intervention and differentiation in the secondary setting.

Student achievement and progress

The school places importance on providing successful pathways for students and is active in seeking opportunities to do this. There is a commitment to using data narratives that use names and numbers analysis to inform decision making and measure outcomes.

Commendations

The review team validate the following:

- The school's assessment schedule provides student performance information to guide improved planning for targeted teaching and learning.
- Staff recognise that performance against schools with a similar context needs to improve and have made initial progress towards improving alignment of progress and achievement with like schools.
- There is an understanding that alignment between teacher judgements and school performance in system assessment data needs to be reliable. Further moderation activities are planned to support staff to make consistent judgements about student performance across the full range of grades.

Recommendations

The review team support the following:

- Maintain a focus on the development of data literacy skills, within a consistent disciplined dialogue, to focus teaching on improved student achievement and progress.
- Maintain the recent upward trend in tested areas of NAPLAN¹ through targeted intervention and consistent implementation of whole-school, evidence-based approaches and High Impact Teaching Strategies.

Reviewers

Jennifer Graffin
Director, Public School Review

Janine Calver
Principal, Dongara District High School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The next review process focusing on the teaching quality and student achievement and progress domains only, is scheduled for Term 4, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy