



Department of
Education

D19/0564646

Public education
A world of opportunities

Davallia Primary School

Public School Review

December 2019

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 focused 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

Davallia Primary School is located in the northern suburb of Duncraig, approximately 17 kilometres from the Perth central business district in the North Metropolitan Education Region. The school opened in 1974 and became an Independent Public School in 2012.

Currently, the school enrolls 510 students from Kindergarten to Year 6, with numbers increasing in recent years. The school has an Index of Community Socio-Educational Advantage rating of 1100 (decile 1).

Davallia Primary School's grounds are well maintained and include an outdoor basketball court and nature playgrounds for both junior and senior primary school students.

There is positive and vibrant community involvement with the school, which is underpinned by the work of the School Board and the Parents and Citizens' Association (P&C).

School self-assessment validation

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

The following aspects are confirmed:

- The principal engaged in a school review process as a peer reviewer prior to preparing for this review. This informed how the school prepared for its own review.
- A whole-school brainstorming session resulted in staff determining who was best placed to take carriage of aspects of each domain of the School Improvement and Accountability Framework and student achievement and progress.
- Individuals and small working parties created overview documents that provided background information and addressed the three key questions of: How are we going? How do we know? What are we going to do next?
- A large number of staff submitted information directly into the Electronic School Assessment Tool, providing their perspective regarding possible planned intentions.
- Evidence provided aligned directly to the overview documents.
- During the validation visit, a broad representation of staff and parents, as well as selected Year 6 student leaders, provided insights that added considerable value to the review process.
- Staff indicated that the review process was a positive experience. In particular, sharing information in-house resulted in increased transparency of, and an opportunity to celebrate, the many initiatives in place at Davallia Primary School.

The following recommendation is made:

- Ensure that key planned intentions for improvement are futuristic in nature rather than a reflection of current practice. Be discerning when identifying which priority areas to highlight to best support the school's continuous improvement journey.

Public School Review

Relationships and partnerships	
Respectful relationships premised on trust underpin a strong culture of support for students, their families and staff. This highly cohesive school community is further enhanced by strategic partnerships that benefit students directly.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• In response to feedback from parent National School Opinion Survey data, communication processes have been improved dramatically. The new website and transitioning to Connect, an online information platform, are appreciated greatly by parents.• A dynamic P&C fundraises extensively and promotes its valued contribution to the school through a professional newsletter and P&C run Facebook page.• The varied expertise of School Board members is accessed strategically, resulting in targeted engagement in school operations.• Partnerships with other institutes of learning provide quality curriculum opportunities for students and impact positively on the workforce plan.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Investigate the value of establishing a school-based Facebook page.• Develop portfolios for Board members in support of identified priorities.• Expand upon university partnerships to add value to the STEM¹ initiative.

Learning environment	
The 'Davallian Way', instilled through the values of respect, responsibility, perseverance and innovation, sits at the core of all interactions and results in a highly inclusive school community with a strong social conscience. Tolerance, integration and acceptance of individual difference are embedded in the school culture.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Student leaders are trained as peer mediators, are positive role models, and problem solve minor issues between students. Student-led educative performances at assemblies reinforce key messages aligned to school values, often in entertaining ways to engage students actively.• A culture of data collation and interrogation followed by training in evidence-based practices, results in a skilled workforce well equipped to address the diverse social and emotional needs of students.• Highly competent education assistants are integral to a response to intervention model that promotes an emphasis on prevention over reaction.• A collaborative approach to case conferencing ensures that targeted interventions meet identified needs.• Data gathered from a wellbeing survey has identified the fostering of greater resilience and perseverance as a priority for 2020.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none">• Implement 'Bounce Back', the chosen wellbeing program, across the curriculum in 2020 to support this priority area.

Leadership

The principal is widely acknowledged as the lynchpin of a high quality leadership team and an equally high quality staff. A distributed leadership model, where champions are identified and supported to lead, builds the capacity of individuals to the ultimate benefit of all.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Teachers engage in robust consultation and embrace change. Interventions are data driven, responsive, strategic, timely and well resourced. Staff engage actively in driving the agenda of the business plan, ensuring whole-school consistency of language, process and strategy. As a Primary Language Support School, the French teacher has simultaneously established an excellent language program whilst developing the capacity of current and future language teachers across the Department of Education. Instigating the Carine Network Level Three Classroom Teacher collaborative forum, financially supported by network schools, has empowered several teachers to pursue level three classroom teacher status. Having conducted an audit of practice against the <i>Aboriginal Cultural Standards Framework</i>, a working party, inclusive of the School Board, devised a vision statement aligned to school values to underpin the goals of the 2020 Reconciliation Action Plan (RAP).
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Pursue the creation of a RAP for the entire school community. Create a digital technologies scope and sequence document, integrating STEM opportunities and resources at every year level.

Use of resources

The highly valued manager corporate services works in concert with the principal to ensure that a well-informed and balanced budget best meets the identified needs of students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> An agile approach to the deployment of staff, especially education assistants, provides opportunities for effective interventions for students at educational risk, both identified and imputed. A positive working partnership with 'Care for Kids', an onsite out of school care business, coupled with excellent support from the P&C, has resulted in additional resourcing such as the nature play area for senior students. A creative and flexible approach to workforce planning supports the needs of individual staff whilst ensuring that the business needs of the school are also met. Quality succession planning is evident.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Encourage cost centre managers to ensure long-term planning intentions strategically align to the identified future directions of the school, such as the STEM priority. Continue to enhance the financial literacy of the School Board and cost centre managers.

Teaching quality

A highly collaborative culture is evident. Teachers are dedicated, enthusiastic and as willing to share knowledge, skills and strengths as they are to learn from their colleagues.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Performance and development practices are reviewed against the AITSL² Australian Professional Standards for Teachers. The recently introduced peer classroom observation and feedback also informs practice. • Robust discussions result in shared ownership of whole-school interventions. Staff indicate that their views are valued and appreciate the opportunity to voice their opinions. • Moderation practices, especially with Marmion Primary School, seek to address grade alignment issues identified through data analyses. The data literacy of teachers is exceptional. • A desire to improve Year 6 transition to secondary school led to establishing a collegiate partnership with Carine Senior High School. The focus on pedagogy has resulted in a common language and practice between the schools, smooth transition for students and increased teacher capacity.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Strengthen the culture of peer observation and feedback by embedding it into the common practice of all teachers. • Continue to engage in moderation, both within the school and between schools, to resolve issues of grade allocation misalignment. A shift to a focus on reading will support this priority area.

Student achievement and progress

A genuine desire to make a difference, coupled with a culture of close scrutiny of data, ensures that realistic yet aspirational goals for student achievement and progress are set. Evidence-based interventions are put in place to support students as they strive to achieve set targets.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • On-entry Assessment Program data are analysed to establish student profiles and implement targeted differentiation that is monitored over time. • NAPLAN³ fine grained analysis and backward mapping over a five-year timespan identifies trends to inform planning. • There is a noted upward trend in numeracy achievement, where 30 per cent of current Year 5 students are in the top 20 per cent of the State when compared to like schools. This is attributed to a PEAC⁴ style extension initiative and the use of supplementary resourcing, including iMaths and Maths Mastery, to good effect. • High rates of regular attendance and zero suspensions over successive years demonstrate that core values are embedded in the school culture and excellent behaviour management protocols are in place.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Pursue whole-school professional learning in guided reading to encourage a consistent approach to teaching comprehension strategies.

Reviewers

Kath Ward
Director, Public School Review

Alison Robb
Principal, Mosman Park Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 Australian Institute for Teaching and School Leadership
- 3 National Assessment Program – Literacy and Numeracy
- 4 Primary Extension and Challenge