



Department of  
Education

**Shaping the future**

# Davallia 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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Davallia Primary School is located in the suburb of Duncraig, approximately 17 kilometres from the Perth central business district in the North Metropolitan Education Region.

Opened in 1974, the school became an Independent Public School in 2012. Currently, the school enrolls 569 students from Kindergarten to Year 6 and has an Index of Community Socio-Educational Advantage rating of 1112 (decile 1).

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).

The first Public School Review of Davallia Primary School was conducted in Term 4, 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 an informative school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Principal and leadership team undertook a consultative and strategic approach in preparing the school's self-assessment, ensuring staff had input into the process. The candid and genuine participation of staff demonstrated a commitment to continuous school improvement.
- School Board members, P&C representatives and parents participated enthusiastically in validation visit discussions, reflecting a passionate sense of engagement and investment in the school's ongoing development.
- Student leaders provided valuable insights about the staff, school and opportunities made available to them which added positively to the validation process.
- The process provided leadership opportunities for aspirant leaders and confirmed the staff's cohesiveness and willingness to collaborate.
- Each entry in the Electronic School Assessment Tool (ESAT) was supported with an overview document in which reflections were summarised and future actions identified.

The following recommendations are made:

- Use the Standard to facilitate ongoing discussion about school performance as part of the school's ongoing self-assessment practices and review cycle.
- Consider annotating evidence submitted through the ESAT, drawing attention to specific aspects to be considered by the review team and clarification of the purpose of its inclusion.

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### Relationships and partnerships

The community values the school's ethos of high care which results in a sense of belonging and connection creating strong home/school relationships. Sustainable external partnerships that enhance opportunities for student learning have been established.

### Commendations

The review team validate the following:

- National School Opinion Survey data indicates a very high degree of satisfaction from both parents and staff. Across both surveys ratings ranged between 4.1 and 4.9 out of 5. This data is analysed and acted on as part of the school's improvement agenda.
- In response to community feedback, the school is enacting a communication process to ensure pertinent information is disseminated in a timely, appropriate and efficient manner. Connect is being adopted as the primary communication tool between all stakeholders.
- School Board operations demonstrate an understanding of governance requirements. The Board is diligent in undertaking its role, with a focus on progressing the best interests of students as its core business.
- Students have a strong connection to their school and value the efforts of staff, who they believe truly care about them.

### Recommendations

The review team support the following:

- Continue to embed the use of Connect as the school's primary communication tool.
- Continue to develop staff cultural awareness and implement culturally responsive practices building two-way partnerships with Aboriginal families.

### Learning environment

Student and staff wellbeing is at the heart of the learning environment at Davallia Primary School. This is underpinned by the school's values: Respect; Responsibility; Perseverance; Innovation and a culture of collegiality and care for all students.

### Commendations

The review team validate the following:

- A priority on improving school facilities has resulted in the creation of a well-maintained, welcoming and engaging physical environment.
- Students identified as being at educational risk are provided appropriate intervention programs and are monitored for improvement. A 3 Tiered Response to Intervention is in place and supported by the work of the student services team and a group of highly skilled education assistants, special needs.
- Staff, structures and programs are in place to support the social and emotional needs of students. The school chaplain provides targeted intervention, whilst programs such as Zones of Regulation are used more broadly to support students in managing their wellbeing.

### Recommendations

The review team support the following:

- Continue to identify and implement opportunities to engage student voice beyond senior students, to inform decision making at both a classroom and whole-school level.
- Collect data to better understand the impact that various social and emotional initiatives and programs are having on students.

## Leadership

A strong relational approach, underpinned by respect, care and trust, characterises the leadership at Davallia Primary School. The leadership team is highly visible around the school and considered approachable, collaborative, cohesive, supportive and responsive.

### Commendations

The review team validate the following:

- Staff participation and engagement in decision making is valued. Leadership is distributed and opportunities to contribute and lead are made available through a variety of committees and teams.
- School strategic planning is aligned to the Department's direction with a focus on excellence in teaching and learning, building staff capability and creating relevant and meaningful relationships and partnerships.
- Team processes encourage teachers to collaborate and support each other. This has resulted in a degree of peer accountability, which progresses the school's improvement intent.
- The school has been instrumental within the Carine Network of schools in creating a level 3 classroom teacher initiative, focused on building the leadership capacity of teachers. This has identified aspirant leaders who are being supported to develop their skills.
- Operational planning for English is detailed, providing a clear set of expectations and direction for staff.

### Recommendations

The review team support the following:

- Reintroduce classroom observations and feedback as a part of the staff performance management and development process to improve consistency of instructional practice.
- Continue to develop the instructional leadership capacity of teacher leaders to support the implementation of whole-school initiatives.
- Prioritise the development of operational plans beyond the English learning area to provide consistency from Kindergarten to Year 6.

## Use of resources

The Principal and manager of corporate services (MCS) are united in their vision for the school and together lead the strategic management of the school's physical, financial and human resources.

### Commendations

The review team validate the following:

- The Finance Committee, together with the School Board, provide oversight of school finances and have a sound understanding of their roles and responsibilities. As a lead member of both groups, the MCS is diligent in providing meaningful information and supporting people to develop their understanding of the school's use of resources.
- Student need is used to determine how school characteristics funding is targeted to differentiate learning support for students requiring Tier 2 or Tier 3 interventions.
- Reserve accounts and schedules for the timely replacement and purchase of assets and resources are being effectively managed by the MCS.
- The P&C provides significant financial support through their extensive fundraising efforts. Funding is allocated to resource whole-school projects and programs.

### Recommendation

The review team support the following:

- Align the budget to school plans, making clear resource allocation to address priority areas and improvement strategies.

## Teaching quality

Experienced staff demonstrate a commitment to teaching quality and an openness to reflect and build on their professional capacity to meet the learning needs of students. A desire to reduce the variability of practice across classrooms is evident.

### Commendations

The review team validate the following:

- A culture in which staff work collaboratively using student achievement and progress data to inform classroom and cohort planning is developing.
- Professional learning and peer support is building staff knowledge and understanding of whole-school instructional practice and expectations.
- Delivered systematically, students are provided with opportunities to meet the requirements of the Western Australian Curriculum.
- The literacy intervention program is delivered with rigour and fidelity. Student data demonstrates significant improvement in phonological knowledge and ability to apply this knowledge when reading.

### Recommendations

The review team support the following:

- Continue to develop and enact an agreed evidence-based pedagogical framework across the school. Use the Quality Teaching Strategy to inform what good teaching practice looks like at Davallia Primary School.
- Strengthen processes that support teachers to deliver, with fidelity and consistency, agreed whole-school programs, these being Promoting Literacy Development, Sounds-Write and Seven Steps to Writing Success.
- Continue supporting classroom teachers to differentiate teaching to meet the needs of students, particularly for those students who may require academic extension.

## Student achievement and progress

A range of school assessment and systemic data is collected and used to monitor and track student achievement and progress. There is a collective understanding and shared ownership to address levels of student progress through ongoing targeted reviews and analysis of data.

### Commendations

The review team validate the following:

- Analysis of NAPLAN<sup>1</sup> whole-school performance longitudinal data has identified a need to reflect on the English learning area. The school has developed a strategic approach to improve student achievement in the areas of grammar and punctuation, reading, spelling and writing.
- The introduction of Elastik and support through Elastik leaders has led to an increase in the number of staff accessing student data to inform their teaching practice.
- Assessing and reporting on student achievement in writing has been strengthened through a moderation partnership with Marmion Primary School and the introduction, across both schools, of Brightpath.

### Recommendations

The review team support the following:

- Continue to develop the data literacy of teachers to inform differentiation, and to set and monitor individual, whole-class and cohort improvement targets.
- Monitor and respond to data between Pre-primary and Year 3 to ensure students are making the progress expected.

## Reviewers

Gary Crocetta  
**Director, Public School Review**

Rochelle Williamson  
**Principal, Rossmoyne 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.

Your next school review is to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy