



Department of
Education

Shaping the future

Dryandra 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

Dryandra Primary School is located in the suburb of Mirrabooka, 25 kilometres north of the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community and Socio Educational Advantage rating of 884 (decile 9).

It currently enrolls 230 students from Kindergarten to Year 6 and became an Independent Public School in 2019.

Dryandra Primary School has the support of the School Board and Parent and Citizens' Association (P&C).

The first Public School Review of Dryandra 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:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context and included a range of evidence, detailed analysis and planned actions.
- A culture of ongoing school self-assessment is evident with staff engaged in continual and regular processes aligned to school priorities.
- Time was allocated in leadership, committee and staff meetings to reflect on the Standard and undertake school self-assessment processes.
- A range of staff, students and parents engaged enthusiastically during the validation visit, contributing to the discussion and elaborating on evidence provided, adding significant value to the ESAT submission.

The following recommendation is made:

- Continue to review each of the ESAT domains, guided by the Standard and domain foci, as part of regular school review processes.

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Relationships and partnerships

The school is committed to working in partnership with families and the local community in the best interests of students. Staff are reflective, collaborative and connected to the ethos of the school, which is centred around maximising opportunities and outcome for all students.

Commendations

The review team validate the following:

- A positive and collegiate team thrive when working together in Phase of Learning Teams and during dedicated collaborative time. Opportunities to analyse data, plan and moderate are valued, productive and positive.
- With consideration to supporting families from Culturally and Linguistically Diverse (CaLD) backgrounds, a range of communication strategies are in place for effective engagement and sharing of relevant information.
- The School Board and P&C are effective in connecting the school to its community. The Board provides good governance and valued feedback to drive the strategic direction. The P&C supports the building of an inclusive culture through community focused events and fundraising.
- Connection to local community partnerships including the Mirrabooka Edmund Rice Centre, The Smith Family and North East Metropolitan Language Development Centre are highly valued. The school collaborates with a range of agencies and stakeholders in order to provide support and resources to students and families.

Recommendation

The review team support the following:

- Continue to explore and implement innovative approaches designed to engage all families with the school, including those from CaLD backgrounds.

Learning environment

The values of caring, learning and working together drive an unwavering focus on the needs of students and the conditions required for them to thrive.

Commendations

The review team validate the following:

- Focused and individualised, the school employs a range of processes and strategies to maximise engagement of all students.
- Culturally responsive approaches are supported through the work of the Aboriginal and Islander education officer who provides an essential link between the school and families. In addition to Aboriginal Cultural Standards Framework informed planning, teachers are supported to integrate Aboriginal perspectives in teaching and learning programs.
- Underpinned by shared values, the Positive Behaviour Support (PBS) framework is embedded at Dryandra Primary School. The PBS Committee drives effective implementation through the review of data to inform the fortnightly school focus, lesson planning and impact.
- The onsite Jump into Kindy program and parent led playgroup provide opportunities for families to build early connections with the school and facilitate smooth transitions to formal schooling for students.

Recommendations

The review team support the following:

- Strengthen the current student services structures by establishing relevant school guidelines and documenting processes for behaviour and students at academic risk.
- Determine and document tiers of intervention that outline universal, targeted and intensive supports to address student's academic, engagement and wellbeing needs.
- Establish processes that clearly outline how interventions and supports are accessed and reviewed for impact.

Leadership

A strength of the school is the capacity and effectiveness of the middle leadership team who drive school priorities under the clear and supportive leadership of the Principal.

Commendations

The review team validate the following:

- Consistent and collective beliefs are driving the implementation of evidence-based teaching practices and clarity of areas for school improvement. The alignment and links between system priorities, school strategic focus and planning is overt.
- Staff report they feel valued and have a voice in decision making processes. With broad representation from across the school, the Dryandra Development Committee (DDC) provides opportunities for staff to engage in change management through input and review processes.
- There is an aligned focus across school development days, staff meetings and collaborative time to ensure consistency in the implementation of school planning.
- Leadership is distributed with established and clear roles and responsibilities. Layers of impactful leadership are complemented with effective planning, support and accountability structures.
- Instructional leadership is strengthened through a coaching process which champions and supports staff to analyse data and embed High Impact Teaching Strategies.

Recommendations

The review team support the following:

- Strengthen induction processes by ensuring agreed whole-school programs and practices are documented.
- Build a collective understanding and agreement on how change is managed, and decisions are made within the leadership structures.

Use of resources

The Principal and manager corporate services work in collaboration to effectively manage the financial, human and physical resources in-line with the best interest of students.

Commendations

The review team validate the following:

- The DDC serves as the Finance Committee ensuring representation across all year levels. Underpinned by open and transparent processes, they meet regularly to review, monitor and approve budgets, and ensure priorities are adequately resourced.
- Established links between school budgeting and plans for meeting student needs and learning outcomes is evident. Financial documentation and business and operational plans are aligned to the school priorities.
- The accessibility and provision of current technologies is a priority for the school with Smartboards, iPads and laptops available in all classrooms.
- Workforce planning is in place, with consideration to building leadership capacity and aligning staff expertise to school priorities.
- Student characteristics and targeted initiative funding is deployed to support the implementation of intervention and chaplaincy programs, and enables teachers to cater for both Aboriginal students and those with English as an Additional Language or Dialect.

Recommendations

The review team support the following:

- Continue to review and refine finance management and budgeting processes to ensure they are in-line with contemporary practices.
- Implement processes that build collective understanding of the student-centred funding model and one-line budget, as outlined in the Funding Agreement for Schools.

Teaching quality

A commitment to consistency in whole-school approaches focused on evidence-based practice is evident. Staff have high expectations of themselves and their students, sharing responsibility for data and planning for ongoing student success.

Commendations

The review team validate the following:

- Special Educational Need planning supports consistency and effective development of Individual and Group Education Plans. Daily reviews are supporting staff to plan for and deliver differentiated content within lessons.
- Current whole-school lesson design is underpinned by the iStar model, and firmly focused on the implementation of daily reviews into English, mathematics and specialist areas. Peer observation processes in place provide valued feedback on the implementation of the agreed lesson design.
- There are established processes to implement High Impact Teaching Strategies across the school that align to instruction and the Department's Quality Teaching Strategy.
- Evident, through shared beliefs and consistency across the school, all staff are upskilled and supported to effectively deliver agreed whole-school programs.
- Supporting consistency and with alignment to school approaches, professional learning in: Shaping Minds; Talk for Writing; and Talk for Reading is prioritised.
- Collaborative structures and practices are strong. Informed by student data, Phase of Learning Team meetings are used to guide planning for academic and behavioural outcomes.

Recommendation

The review team support the following:

- Review relevance of the iStar model and develop a Dryandra pedagogical framework that aligns to the Teaching for Impact strategy and documents whole-school agreed approaches.

Student achievement and progress

The school uses a range of systemic, standardised and school-based assessments to inform the effectiveness of teaching and learning programs. Staff are data literate and engage in regular review of data.

Commendations

The review team validate the following:

- Data collection, monitoring and tracking processes are in place. Evident through data informed decision making processes, staff are supported to undertake disciplined dialogue practices and are responsive to data.
- The whole-school monitoring schedule has been reviewed with consideration to how data is used.
- The use of Elastik and school developed monitoring tools is supporting staff to effectively collate, monitor and track individual and cohort student data.
- Fine grained data is used to inform the identification of students in the Reading Mastery intervention groups and track their targeted progress.
- In addition to open classroom events, formal interviews are undertaken to inform parents of academic achievement and learning goals.
- Staff engage in moderation practices aligned to School Curriculum Standards Authority Judging Standards and use Brightpath to moderate writing and to inform planning.

Recommendation

The review team support the following:

- Review and refine data collection to ensure identified targets align to student achievement and progress.

Reviewers

Rebecca Bope
Director, Public School Review

Toni Colling
Principal, Kambalda 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