



Department of  
Education

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Public education  
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# Dalyellup College

## Public School Review

November 2020



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

## Expectations of schools

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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

together with the Funding Agreement for Schools.

## Public School Review – The Standard

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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.



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## Context

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Situated within the Bunbury area of the Southwest Education Region, Dalyellup College is a modern secondary school located approximately 200 kilometres south of Perth.

Dalyellup College opened in 2009 and in 2013 there was a de-merger of the college into two primary schools and a separate Year 7 to Year 12 secondary facility.

The college became an Independent Public School in 2013 and currently enrolls 754 students from Year 7 to Year 12. It has an Index of Community Socio-Educational Advantage of 981 (decile 6).

The College Board has input into the creation and monitoring of the business plan and the strategic direction of the college. The Parents and Citizens' Association (P&C) promotes the college, assists in the provision of resources and facilities, and encourages community interest in educational matters.

## School self-assessment validation

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

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

- Selected staff provided input into the development of the Electronic School Assessment Tool (ESAT) submission.
- Staff expressed their understanding of the school self-assessment and review process.
- The validation visit strengthened the examples and evidence provided by the college in their school self-assessment submission.
- The college routinely checks progress against the milestones and targets of their school improvement plan developed through the Fogarty EDvance School Improvement Program.

The following recommendation is made:

- Utilise the ESAT for annual self-assessment against the domains of the School Improvement and Accountability Framework.

## Public School Review

Relationships and partnerships	
The college recognises the importance of developing positive and mutually respectful relationships both within the college and the broader community, for the benefit of its students.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Workplace learning and VET<sup>1</sup> connections with local businesses and Registered Training Organisations contribute to a large number of long-term partnerships established by the college.</li> <li>• The new College Board Chair has extensive experience on school and local community boards, and identified the school's current strategic direction as the motivation for joining the Board.</li> <li>• The dedicated P&amp;C has established processes for the effective running of the canteen and is now focused on supporting other college priorities.</li> <li>• Communication has been enhanced through the introduction of the Compass system. Information is now disseminated in a timely manner.</li> </ul>
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Prioritise the promotion of the college within the community, in particular the increased educational options for students.</li> </ul>

Learning environment	
Dalyellup College identifies 'getting the right conditions for learning' as imperative to improved student outcomes. Student engagement and support drives decision making across the college.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Changes to the student services structure, including personnel and processes, have shown early signs of improved access and support for students.</li> <li>• Accurate tracking for the NCCD<sup>2</sup> ensures all students requiring a differentiated curriculum have an Individual Education Plan and additional support in classrooms.</li> <li>• Students are engaged actively during break times and are offered opportunities to participate in afterschool clubs.</li> <li>• Student attendance is being monitored effectively and the focus on instruction is increasing student engagement in classrooms.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Revisit the Positive Behaviour Support initiative and realign the college's behaviour plan with its philosophy.</li> <li>• Continue to work toward a more coordinated case management approach in student services to reduce reactive practices.</li> </ul>

## Leadership

Strategic planning to improve student performance is central to the overall operations of the college. The executive team is leading school improvement through evidence-based decision making and partnering with external experts to progress this work.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The executive team is united in their vision for school improvement. They share the same narrative and have involved the staff in articulating the college's moral purpose.</li> <li>• There is transparency in decision making, with a clear focus on improved student outcomes.</li> <li>• A significant investment in the professional growth of level three leaders is developing instructional leadership capacity across the college.</li> <li>• A distributed leadership model to operationalise and monitor the progress against the college strategic plan is developing.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Continue to monitor progress against the Aboriginal Cultural Standards Framework to become increasingly culturally responsive as a school.</li> <li>• Continue to strengthen accountability across the college through disciplined dialogue in professional learning communities for each learning area.</li> </ul>

## Use of resources

Resources are used effectively as a lever to progress the strategic plan priorities and to ensure the ongoing operations of the college. There are reliable systems and processes in place to make informed decisions on resource deployment.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Processes to calculate financial allocations ensure an equitable distribution of funds and transparency for cost centre managers. Staff are fully informed and are accepting of necessary financial decisions for the benefit of the college as a whole.</li> <li>• The student services restructure and increased allocation has improved the college's capacity to support students.</li> <li>• There is an effective leasing arrangement for the provision of information and communications technology. This is enhancing opportunities for students to use up-to-date equipment to support their learning.</li> <li>• The introduction of Compass and Schrole Cover has streamlined processes and allowed for the redeployment of human resources to areas of greatest need.</li> </ul>
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Address the asset replacement schedule and reserve budget needs.</li> </ul>

## Teaching quality

Teaching quality is central to the college improvement agenda. The college is completing its second of three years with the Fogarty EDvance School Improvement Program and has committed to providing professional learning to teaching staff through the Teach Well program.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Close to 40 teaching staff have participated in the Teach Well Masterclass Experience. This intensive program has been well received by staff and students with improved engagement in the high impact lessons being delivered.</li> <li>• Daily reviews have been embedded across all learning areas. This is providing consistency of practice in student recall of information.</li> <li>• A reflective culture of classroom observation, coaching and student voice is developing.</li> <li>• The Science of Teaching and Learning Committee has collectively designed a pedagogical framework of what good teaching looks like at Dalyellup College.</li> </ul>
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Embed the pedagogical framework across the college to assist in reducing variability between classrooms.</li> </ul>

## Student achievement and progress

The college has a robust improvement plan created with the support of the Fogarty EDvance School Improvement Program. The plan has clear improvement targets and goals, which are data driven and monitored through accountable deadlines.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• NAPLAN<sup>3</sup> data is predominately as expected for the college.</li> <li>• OLNA<sup>4</sup> results have shown improvement in recent years.</li> <li>• There has been significant improvement in literacy results in students participating in the MacLit program.</li> <li>• Senior school teachers partner with other schools in subject moderation leading to improved alignment in Australian Tertiary Admission Rank.</li> <li>• Baseline PAT<sup>5</sup> have been completed across the junior years. Subsequent testing will provide useful school-based data in lieu of no 2020 NAPLAN results.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Use the PAT data to set individual and group targets for students.</li> <li>• Test students annually to track overall school progress in literacy and numeracy.</li> </ul>

## Reviewers

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Vicki McKeown  
Director, Public School Review

Alan Brown  
Principal, Lakeland Senior High School  
Peer Reviewer

## Endorsement

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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 scheduled for Term 4, 2023.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 Vocational Education and Training
- 2 Nationally Consistent Collection of Data on School Students with Disability
- 3 National Assessment Program – Literacy and Numeracy
- 4 Online Literacy and Numeracy Assessment
- 5 Progressive Achievement Tests