



Department of
Education

Shaping the future

Dalyellup College

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

Opening in 2009 and situated within the Bunbury area of the Southwest Education Region, Dalyellup College is a modern secondary school located approximately 200 kilometres south of Perth.

The college has an Index of Community Socio-Educational Advantage of 973 (decile 7).

It currently enrolls 611 students from Year 7 to Year 12.

In 2013 the college gained Independent Public School status.

Dalyellup College has the support of a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Dalyellup College was conducted in Term 4, 2020. 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 leadership team led the self-assessment in readiness for the 2024 Public School Review.
- Reflection began early in Term 2, 2024 to establish a shared understanding of the Standard, inclusive of the domain foci and elaborations. Leaders worked in pairs to consider each foci, using lines of inquiry provided through the domain reference support document.
- Staff were provided opportunities to reflect on the judgment and evidence as each domain was completed.
- A final reflection identified strengths and areas for improvement of the school's self-assessment methodology and supported the intended approach to development of the pending business and strategic plan.
- A diverse range of staff, parents, community partners and students engaged enthusiastically with the review team adding value to the validation process.

The following recommendations are made:

- To assist in identifying the strongest pieces of evidence and determining the most appropriate domain for placement, consider using these 2 guiding questions: Why do you think this piece of evidence supports your judgement? To what extent does this evidence meet the Standard?
- For future Electronic School Assessment Tool (ESAT) submissions, carefully consider the volume of evidence needed to support your judgment, ensuring relevance and cross reference to avoid repetition.

Relationships and partnerships

Possessing a strong relational focus, the college consistently reaches out to the community, staff and students seeking feedback to identify areas of improvement. Staff demonstrate pride in the college and its students.

Commendations

The review team validate the following:

- A culture of collaboration exists between teachers, allied professionals and the school leadership team, underpinned by mutual respect and supported by annual surveys.
- Consistent messaging is provided to parents and carers through Compass, Connect, newsletters and Facebook. Communication with external partners such as Strong Angels Inc. and Jobs South West (JSW) Training and Community Services is positive, supportive and focused on removing barriers to ensure student success.
- The School Board supports endeavours to promote and create connections with local industry to ensure student pathways and workplace learning opportunities are sustained.
- Parent engagement with social media, parent nights, and the college's connect and respect initiatives, is reflecting the growing esteem and value of the college in the eyes of the community.

Recommendations

The review team support the following:

- Continue striving to create a strong sense of belonging amongst staff and students, measuring progress of loyalty and orientation through robust measures such as the Organisational Health Index (OHI).
- Increase the diversity of School Board membership, inclusive of students. Consider succession planning and provide regular training to members.

Learning environment

The college is creating a welcoming and safe environment for all students, targeting the development in students of a strong sense of belonging and pride to their school. A focus on student well-being through a chaplain, welfare officer and targeted interventions through the student services team supports this aspiration.

Commendations

The review team validate the following:

- Professional learning is enhancing staff knowledge of Aboriginal histories, cultures, and languages. Initiatives such as a yarning circle, Aboriginal school-based traineeships, the Waalitj Kaartdijin room, Follow the Dream program and the work of the Aboriginal and Islander education officer is fostering a culturally safe and supportive learning environment for Aboriginal students.
- A renewed purpose for the redefined student services team has led to a comprehensive, multi-tiered system of supports (MTSS) framework that is meeting students' needs, including aiding re-engagement with their learning.
- Staff, student and community surveys such as Tell Them from Me, Organisational Health Index and People at Work are directing college responses to further develop learning environment requisites, including student wellbeing and Classroom Management Strategies training for staff.

Recommendations

The review team support the following:

- Enhance student agency and complete the feedback loop by actively involving students in discussions about their responses to impact improvement decisions.
- Maintain a strong focus on attendance, leveraging data to identify and address student needs and ensure role clarity, responsibilities, and expectations are well-defined and consistently embedded among staff.
- Revisit and strengthen Tier 1 positive behaviour interventions in classrooms whilst developing greater consistency and focus on structured Tier 2 supports for students.

Leadership
Moral purpose, clear direction around teaching and learning, learning conditions and high performance underpins college improvement plans. With regular reviews and promotion, staff are aware of the intent of introduced initiatives or adjustments to practices.
Commendations
The review team validate the following: • A key driver for change and school improvement, the strategic plan has explicit links to the system priorities and the Department's strategic plan. Executive members and college leaders maintain effective communication streams and accountability structures. • A structured approach to change management is applied when change is required. The need for change is communicated and consultation with staff includes interviews and discussions when seeking consensus. • Role clarity and associated responsibilities for middle leaders has been a focus in 2024, building greater capacity to support teachers deliver appropriate strategies for differentiation to meet student needs. • Transitioning into a developmental model of performance management has been supported by reflective processes and the use of tools such as the AITSL¹ self-reflection and SWOT (strengths, weakness, opportunities, threat) analysis.
Recommendations
The review team support the following: • Further foster the capacity of middle leaders to provide instructional support by formalising college-wide processes including coaching, peer observations, and performance management and development. • Facilitate the identification and growth of aspiring leaders by implementing the Future Leaders Framework.
Use of resources
Careful management of the college's resourcing is undertaken collaboratively between the manager corporate services (MCS) and Principal, with strong Finance Committee oversight. The priorities of the budget align with the imperatives of the business plan and are considered alongside the needs of students.
Commendations
The review team validate the following: • The MCS facilitates one to one induction for each Finance Committee member to ensure consistent understanding around reports, processes and responsibilities. • The Finance Committee adopts a solution focused approach to budget allocation, actively seeking opportunities to maximise funding streams and increase capacity to better meet student needs. • A portion of student characteristics funding is directed to the Breakaway Aboriginal Corporation to support Aboriginal students re-engage with school and their education. • Analysis of future enrolment trends and ongoing monitoring of current workforce intentions, supports the identification of future recruitment needs. • Sustainability for the use of digital tools for students and staff and the planning for the replacement and upgrade of ICT² equipment across the college is evident.
Recommendations
The review team support the following: • Continue to strengthen the reserve allocation and planning processes to effectively address and support student learning needs. • Maintain a clear and explicit alignment between business plan aspirations, strategic plan targets, workforce planning and budget allocation, to ensure strategic and sustainable resource use.

Teaching quality
It is understood by staff that quality teaching has the most significant impact on student learning. Clear expectations and shared beliefs about effective teaching and learning are creating a culture of collective efficacy and commitment.
Commendations
The review team validate the following: • The development of learning area scope and sequence documents are providing a framework for planning and ensuring coverage of the curriculum and delivery of cohesive and sequential learning experiences. • Staff who have had prior involvement in the Fogarty EdVance and Teach Well MasterClass programs enhance whole-staff understanding of, and capacity to deliver, high impact instruction. • A shared understanding of purposeful differentiation in the classroom is reinforced by professional learning. Assistance from the learning support coordinator and the decision tree process is helping teachers to develop individual education plans to support students at educational risk. • Learning area grades, NAPLAN³ data and feedback from local intake primary schools, assists the identification of students with reading concerns and supports their inclusion in the MacqLit intervention program.
Recommendations
The review team support the following: • Foster curriculum clarity and prioritise embedding high-quality instructions by utilising collaborative practices in learning areas and professional learning communities such as clear expectations for agendas, documentation, and review processes. • Refine the current instructional framework to align with the shared understandings and language of the Teaching for Impact framework. Establish clear and consistent expectations to promote cohesive, low-variance teaching practices across the school.
Student achievement and progress
A clear commitment to data and evidence driven decision making exists with the Principal and key teacher leaders, leading staff in developing consistent processes for the collection and analysis of student achievement and progress data.
Commendations
The review team validate the following: • The importance of using data to drive teaching is understood and the college constantly looks to develop and support the data literacy of teachers. • A range of systemic, standardised and school-based assessment is used across learning areas to inform the achievement and progress of students. • Learning gaps are identified through use of the student achievement information system, NAPLAN heat map, daily reviews and classroom pre-testing. • Inclusion in the Vocational Pathway Program uses Year 10 grade allocation, attendance and OLNA⁴ data to determine eligibility.
Recommendations
The review team support the following: • Formalise consistent moderation practices across the college and the Collie Preston Network. Utilise School Curriculum and Standards Authority resources, including Judging Standards, to ensure accuracy and consistency in grade allocation. • Reinforce curriculum clarity through the design of assessments that are valid and reliable across classes.

Reviewers	
Darren Greaves Director, Public School Review	Anthony Johnson Principal, Yanchep Secondary College 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 next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Australian Institute for Teaching and School Leadership
- 2 Information and communications technology
- 3 National Assessment Program – Literacy and Numeracy
- 4 Online Literacy and Numeracy Assessment

