



Department of
Education

Shaping the future

Deanmore 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 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 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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

Context

Deanmore Primary School is located in the suburb of Karrinyup, approximately 14 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school opened in 1961 and gained Independent Public School status in 2012. In 2010, the original school was closed and replaced with new, state-of-the-art facilities. The campus now provides modern, attractive buildings set amongst well-maintained grounds.

Currently, there are 523 students enrolled from Kindergarten to Year 6. Deanmore Primary School has an Index of Community Socio-Educational Advantage of 1118 (decile 1).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a school self-assessment which included a range of evidence of school performance set against each domain of the School Improvement and Accountability Framework.

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

- In preparation for the Public School Review, staff had opportunities to engage in reflection on school performance, working in groups to identify evidence set against the Standard.
- The school submitted overview statements which included some analysis of the evidence sources provided.
- School Board members had an opportunity to review staff input into the submission and to make further contributions.
- During the review validation visit, a range of staff, leaders and school community members engaged in discussion and elaborated on evidence submitted, adding value to the school's Electronic School Assessment Tool (ESAT) submission.
- Staff collaboration and ownership of teaching and learning is a developing focus as part of school improvement approaches and school self-assessment processes.
- The review was viewed positively by staff as an opportunity to celebrate school successes and to identify ongoing development areas.

The following recommendations are made:

- In future ESAT submissions include succinct analysis of evidence and provide clear, planned improvements.
- Select a range of credible evidence that best reflects the school's performance against each domain of the Standard, in future ESAT submissions. Include an increased level of analysis of student achievement data.

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Relationships and partnerships
The school ethos is characterised by respectful staff, student and family relationships. A strong focus on collaboration, based on trust, is contributing to the development of open communication and sharing of practice. This is assisting the school to move forward with greater levels of cohesion and 'same page' thinking, laying the foundation for connected practice.
Commendations
The review team validate the following: <ul style="list-style-type: none">• A supportive School Board had opportunities to engage in open discussion on performance monitoring and strategic directions, demonstrating commitment to fulfilling their governance roles.• A partnership with Curtin University provides speech services to students including screening and intervention programs.• Introduction of the communication platform, Compass, is strengthening communication between staff, families and the community.• Valued by parents and students, with students expressing appreciation for the quality of teaching, a supportive, inclusive environment has been developed across the school.• The P&C is well supported by the school community, actively contributing to activities and fundraising initiatives.
Recommendations
The review team support the following: <ul style="list-style-type: none">• Continue to develop parent communication to clearly articulate and focus on student performance. Ensure ongoing communication promotes parent understanding of school programs and school initiatives.• Further explore opportunities and build relationships with the local public secondary school.• Ensure the timely completion of NSOS¹ in order to effectively monitor levels of parent satisfaction.
Learning environment
The school's safe, caring and child focused learning environment is further enhanced by well-maintained gardens, playgrounds and learning spaces contributing to student learning and wellbeing outcomes.
Commendations
The review team validate the following: <ul style="list-style-type: none">• Processes are in place to identify and support SAER². A student services team, including additional school psychologist allocation, provides support for the development of plans and interventions in collaboration with families and key stakeholders.• Students with SEN³ are supported through the development of Individual Educational Plans, classroom adjustments and additional support aligned to individual needs.• The school-wide PBS⁴ approach, Team Deanmore, sets the tone of the school with clear expectations for student behaviour and engagement embedded across the school. Zones of Regulation support the social and emotional development of students.• Education assistants (special needs) are growing their capacity as 'experts' within the school to support teaching and learning. Academic and wellbeing interventions have been implemented for identified students including MacqLit and social skills delivered within small groups.
Recommendations
The review team support the following: <ul style="list-style-type: none">• Implement the collection and analysis of student behaviour data to track trends.• Progress planned intentions to explore the Be You initiative. Build on existing wellbeing interventions to develop a whole-school approach to student wellbeing.• Continue to develop Aboriginal cultural responsiveness guided by the ACSF⁵.

Leadership

The school is progressing its school improvement agenda through a collective leadership model and renewed focus on consultation and shared decision making. Leaders work as a team and are supported to provide guidance and instructional leadership to staff.

Commendations

The review team validate the following:

- The school is engaging with the Western Australian Future Leaders Framework to build the capacity of emerging leaders. Teachers and education assistants value the authentic opportunities provided to undertake leadership of school initiatives or projects.
- A number of motivated curriculum leaders have developed three-year plans to guide the development of priorities across the school.
- Staff engage in performance management aligned to the AITSL⁶, Australian Professional Standards for Teachers, with staff reflection and opportunities for professional discussion based on their professional practice evident.
- Leaders in the school complete lesson observations and engage in professional learning and discussion to promote consistent classroom practices.

Recommendations

The review team support the following:

- In future business and operational plans, include clear and measurable student achievement targets that are regularly monitored.
- Progress planned intentions for executive to access external leadership professional learning as a team.
- Continue to progress classroom observation to support school-wide consistent, low variance practice.

Use of resources

The Finance Committee works effectively with the manager corporate services and Principal to provide oversight of financial management in-line with expectations of the Funding Agreement for Schools

Commendations

The review team validate the following:

- School financial information is shared with the School Board providing regular opportunities for open discussion and questions.
- Asset and resource plans have been created for future planning ensuring the sustainability of resources.
- Recommendations from a 2019 financial review were actively addressed and the school was successfully deemed compliant in a 2020 follow-up review.
- Resources are allocated in alignment with students' needs, including additional school psychologist allocation and the implementation of academic interventions such as MacqLit.
- The school considers student enrolments, staff and school priorities as part of its workforce planning and has a current focus on the recruitment of staff in-line with school values and desired skill sets.

Recommendation

The review team support the following:

- Continue to ensure alignment between operational planning, business plan priorities and the clear identification of resources.

Teaching quality

Staff are building shared beliefs about teaching and learning and work in collaboration to implement school-wide practices. Ongoing support is provided to progress the school's focus on low variation connected practice.

Commendations

The review team validate the following:

- Staff engage with systemic and school-based data within teams and use information to inform classroom teaching.
- A range of school-wide programs have been implemented, including: Seven Steps, Talk for Writing, iMaths, Letters & Sounds, Spelling Mastery, Team Deanmore Values and Lessons and the Deanmore Lesson Design.
- The introduction of Brightpath is progressing and together with Progressive Achievement Tests (PAT) Maths is contributing to consistent grade allocation and shared understandings of student achievement.
- A scope and sequence document has been developed by the school with essential learning for basic facts fluency strategies, based on the work of Dr Paul Swan.
- Staff are well-supported by numeracy and literacy coaches who provide shoulder to shoulder support to plan, deliver and assess students' learning.

Recommendations

The review team support the following:

- Continue to develop and engage staff in classroom observation.
- Further develop differentiation including student extension.
- Progress the implementation of a whole-school approach to numeracy.

Student achievement and progress

The school is progressing its focus on building a culture of data and evidence-based decision making and belief that all staff are responsible for students' performance and progress.

Commendations

The review team validate the following:

- The school has taken steps to review grade allocations to ensure greater alignment with the SCSA⁷ Judging Standards.
- Teachers are increasingly using school-based assessments to plan for learning and to inform classroom decision making.
- Professional learning has been implemented to build staff capacity to utilise the PAT Maths online dashboard to analyse student assessment data.
- The school has effectively deployed an impact coach to support staff in their analysis of writing as well as planning for improvement and monitoring of student success.
- NAPLAN⁸ 2021 student achievement is at or above like schools for Year 5 Numeracy, Reading, Writing, and Spelling.

Recommendations

The review team support the following:

- Continue to build staff data literacy and confidence to effectively monitor student progress. Continue to ensure NAPLAN and school-based data is shared with all staff with opportunities for engagement in disciplined dialogue.
- Create clear responsibilities and roles for the analysis of data. Set cohort targets, track student progress, identify trends and monitor student progress rigorously.
- Address the decline in student NAPLAN performance in Grammar and Punctuation and Year 3 Numeracy.

Reviewers

Kim McCollum
Director, Public School Review

Tamara Doig
Principal, Wembley 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 scheduled for Term 4, 2024



Melesha Sands
Deputy Director General, Schools

References

- 1 National School Opinion Surveys
- 2 Students at educational risk
- 3 Special Educational Need
- 4 Positive Behaviour Support
- 5 Aboriginal Cultural Standards Framework
- 6 Australian Institute for Teaching and School Leadership
- 7 School Curriculum and Standards Authority
- 8 National Assessment Program – Literacy and Numeracy

