Shaping the future

Dianella Secondary 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 resource in alternative formats for people with accessibility needs, please contact
PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Dianella Secondary College, formally known as Mirrabooka Senior High School, opened in 1965 and is located approximately 10 kilometres north of the Perth central business district, in the North Metropolitan Education Region. The college forms part of the Dianella Education Precinct, as it is co-located with Dianella Primary College and Dianella Secondary College Education Support Centre.

The college has an Index of Community Socio-Educational Advantage of 923 (decile 9).

It currently enrols 552 students from Year 7 to Year 12 and became an Independent Public School in 2017.

Governance oversight for each school in the Dianella Education Precinct is provided by a combined School Board. The college is also supported by a Parents and Citizens' Association (P&C).

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:

- Information provided in the Electronic School Assessment Tool (ESAT) submission, together with contributions during the validation visit, provided an outline of the school context and operations in achieving its improvement agenda.

- In preparation for the Public School Review, staff consultation and refection on the performance against the Standard was evident. Overview documents for each domain were provided as part of the ESAT submission.

- Contributions during the validation visit from leaders, a broad representation of staff, students, parents and community members added value to the school's submission.

- Strong self-assessment processes and engagement in whole-school improvement by learning area leaders was evidenced through the review process.

The following recommendation is made:

- In future ESAT submissions refine the scale of entries to ensure coherence and select evidence sources which best demonstrate the performance of the college against the Standard.

Public School Review

Relationships and partnerships

Embracing diversity and the development of positive relationships between staff, students and families is a clear priority. The college is committed to building a unified culture of respect, acceptance and high achievement.

Commendations

The review team validate the following:

- Two-way communication is developing through a clearly defined decision making structure evident in leadership, learning area and staff meetings and briefings. Compass has been adopted to support increased efficiency in communication with students, families and staff.
- Connections with primary and secondary school networks is enhancing student transition and access to expanded learning opportunities. A focus on partnerships with external organisations including Edith Cowan University, Rotary and Royal Life Saving Western Australia is leading to internships, mentorship programs and job shadowing experiences.
- Parents interviewed highly regard the college, appreciating the student-centred approach, the clear communication and the 'family feel'. Students valued the sense of safety, connection and belonging that their experience at the college brings.
- The Aboriginal education coordinator is significantly enhancing connections with Aboriginal students and community members. Support is provided to nurture positive staff, student and family relationships, and to develop staff knowledge of local Aboriginal histories, peoples, cultures and languages.
- The combined School Board is supportive of the school's improvement agenda and values the opportunities inherent in a collaborative precinct partnership to improved student outcomes.

Recommendations

The review team support the following:

- Continue building upon relationships and strengthening the educational precinct partnership to maximise opportunities for collaboration and working together to improve outcomes for students.
- Continue to develop opportunities for communication and collaboration across learning area teams.

Learning environment

An ethos of care and respect underpins the school's culturally responsive and student-centred learning environment, where student voice is valued and actively promoted.

Commendations

The review team validate the following:

- The establishment of a comprehensive and nurturing student services team is evident. Through the roles of a school psychologist, attendance officer, community health nurse, chaplain and program, learning support and house coordinators, the college is building capacity to identify and meet the needs of SAER[1].
- Multilayered culturally responsive initiatives and programs including the Precinct Partnership Reconciliation Action Plan are being developed in collaboration with Aboriginal community members.
- Data gathered during the Year 7 transition, together with literacy and numeracy assessment, informs early intervention programs including MacqLit to support student literacy acquisition and progress.
- The learning support coordinator (LSC) has oversight of students with additional needs and works collaboratively with staff to develop documented plans and differentiate learning.
- Student wellbeing initiatives include the Resilience Project Growing Early Mindset Program, the Aspire UWA[2] program for senior students and the newly initiated Personal Best program.

Recommendations

The review team support the following:

- Progress intentions to implement a whole-school approach to support positive behaviour across the school.
- Continue to implement Classroom Management Strategies (CMS) professional learning for staff to support consistent classroom management processes.
- Continue to develop a school social and emotional learning program aligned to identified student needs.

Leadership

The Principal, in collaboration with school leaders is working to establish a culture of high expectations and the optimising of student outcomes. A cultural shift has enabled collaborative teams to engage in consultation and shared decision making creating a clear improvement pathway forward, valued by staff.

Commendations

The review team validate the following:

- The college has prioritised the development of middle leaders and the senior leadership team through self-assessment processes, opportunities for professional learning and ongoing support.

- A number of committed and solutions focused staff have undertaken leadership responsibilities in the areas of student services, STEM[3], literacy, VET[4] and as learning team leaders. Their commitment to working collaboratively with staff to ensure the conditions for student success is evident.

- Rigorous school self-assessment is demonstrated in regular collaborative reviews of business plan target achievement. Learning area reviews provide detailed analysis of evidence of performance to inform decision making.

- Performance development processes have been implemented and staff have access to a range of professional learning opportunities to build their practice. The graduate support team provide assistance to newly graduated teachers for their preparation and progress towards full registration.

Recommendations

The review team support the following:

- Ensure future business plans clearly articulate robust targets to drive the next phase of the school's improvement agenda.

- Progress the development of the committee structure to strengthen college-wide approaches to behaviour, wellbeing, literacy and instruction. Develop discreet annual operational plans which include strategies, targets and review timelines.

- Continue to develop instructional support for staff to ensure consistent instructional practices across the school. Further develop leadership roles, professional learning, focused collaboration, coaching and feedback.

Use of resources

The collaborative partnership between the Principal, manager corporate services and Finance Committee is supporting sound financial management with clear intent to ensure resource allocation is responsive to the needs of staff and students.

Commendations

The review team validate the following:

- In recognising that students have differing needs, the college has devolved targeted initiative and student characteristics funding to support literacy intervention, a STEM program, Soccer Academy and the provision of support for students with EAL/D.

- Workforce planning is evident in the allocation of funds to develop student services roles and an Aboriginal education officer role as well as proactive approaches to develop, retain and recruit staff in line with student and school needs.

- The management of ICT[5] is enhanced through research and asset replacement planning including a 6 year reserve accounts plan used to inform decision making about ICT resource allocation.

- The focus areas of the business plan have been a driver of broad decision making for the allocation of resources across the school.

Recommendation

The review team support the following:

- Continue to review and refine financial management planning including the identification of resourcing within operational plans to further support strategic alignment.

Teaching quality

The work of a dedicated and collaborative team of staff is underpinned by a clear moral purpose and focus on meeting the individual needs of students. Staff within learning areas exhibit a commitment to engaging in collaborative planning and the sharing of practice.

Commendations

The review team validate the following:

- Development of STEM integration into curriculum and teaching, as well as discreet projects and initiatives, has been prioritised.

- The school has collaboratively developed a pedagogical framework which is in the initial phase of implementation supported by leaders and staff.

- Led by the deputy principal with responsibility for teaching and learning, professional learning workshops have been delivered focused on learning goals and success criteria. Cooperative learning strategies, CMS and feedback are further focus areas for the development of staff.

- A classroom observation and reflection schedule and checklist are designed to enable leaders and teachers to develop agreed whole-school approaches to teaching and learning.

- The LSC has provided professional learning for staff and individual support to classroom teachers to progress planning for differentiation.

Recommendations

The review team support the following:

- Guided by the Quality Teaching Strategy, continue to develop the school's Pedagogical Framework including the identification and implementation of agreed, evidence-based school wide instructional practices.

- Continue to develop staff engagement in collaboration focused on the delivery of consistent instructional practice.

Student achievement and progress

Underpinned by a focus on lifelong learning and high expectations, the college is developing a culture of data and evidence-based decision making.

Commendations

The review team validate the following:

- The school has established a number of interventions and targeted student support initiatives to address learning gaps and maximise student achievement and progress.

- The LSC and learning area teams are working to increase the number of students who achieve the minimum standard of literacy and numeracy through the Online Literacy and Numeracy Assessment.

- 2022 NAPLAN[6] results indicate student performance levels well above like school achievement in all areas of Year 7 and Year 9.

- Course counselling for Years 10 to 12 students supports individual pathway planning. The Years 10 to 12 program coordinator in student services works closely with the senior school deputy principal to track student progress towards achieving their WACE[7].

- The school's course review process uses the analysis of student achievement data and teacher feedback to identify areas for improvement and inform the development of action plans and intervention.

Recommendations

The review team support the following:

- Continue to consolidate the implementation of mathematics and literacy intervention for identified students.

- Continue to progress opportunities for moderation.

Reviewers	
Kim McCollum **Director, Public School Review**	Heath Dullard **Principal, Southern River College** **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

References
1   Students at educational risk
2   The University of Western Australia
3   Science, technology, engineering and mathematics
4   Vocational Education and Training
5   Information and communications technology
6   National Assessment Program – Literacy and Numeracy
7   Western Australian Certificate of Education