



Department of
Education

Shaping the future

Sutherland Dianella 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

Sutherland Dianella Primary School was created in 1996 following an amalgamation between Sutherland and Dianella Primary Schools. Located approximately 8 kilometres from the Perth central business district, the school lies within the North Metropolitan Education Region.

The School has an Index of Community Socio-Educational Advantage rating of 1083 (decile 2).

It currently enrolls 361 students from Kindergarten to Year 6 and became an Independent Public School in 2015.

Sutherland Dianella Primary School has an active School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Sutherland Dianella Primary School was conducted in Term 2, 2019. 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 Public School Review process was viewed by the school as providing a valuable opportunity for them to carefully evaluate their self-assessment processes and identify the most pertinent evidence pieces that align closely with the focal points of the Standard.
- The reflection process engaged the entire staff, fostering an inclusive environment where successes were celebrated, milestones revisited, and the collective journey from inception to achievement was acknowledged and appreciated.
- A tour of the school, guided by the Principal, enriched the validation process by affording the review team firsthand observation of how school-wide routines and behaviours effectively engage students.
- The validation schedule encompassed a diverse array of participants from across the school community, ensuring a comprehensive representation of perspectives and insights.
- The Electronic School Assessment Tool submission comprised concise summaries highlighting the identified focal points within each domain, supported by evidence substantiating the school's assessments and judgments. Additionally, the involvement of staff members who were familiar with the submission's contents added further depth and coherence to the presentation.

The following recommendation is made:

- In preparation for future reviews consider the questions: *Why do you think this evidence supports your judgement? Why do you think this evidence meets the Standard?*

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Relationships and partnerships

The relationships among school staff, students, parents and caregivers are thriving. Mutual respect is palpable, underpinned by transparent communication. Staff involvement in P&C events, during and after hours, as well as attending significant student sports events on weekends, demonstrates a commitment to fostering a supportive community beyond regular school hours.

Commendations

The review team validate the following:

- Professional interactions and relationships enhance staff collaboration, fostering collective efficacy. This is achieved through structured activities such as common duties other than teaching time, early closure meetings and professional learning teams.
- The P&C exemplify their commitment to the community and foster bonds among families by successfully contributing to school fund raising events such as the annual Welcome Sundowner, movie nights and the Roar and Snore sleepover.
- School values of respect, commitment, responsibility and citizenship on display throughout the school, are reflected in the school's Community Charter and promote a sense of harmony.
- The social and emotional aspects of staff wellbeing are supported and monitored by the health and wellbeing hub. This group coordinates initiatives such as professional learning sessions, the staff strengths board and the staff spotlight in the weekly bulletin help maintain a strong focus on staff wellbeing.
- The School Board demonstrates a deep understanding of its governance role through scheduled discussions around policy review, monitoring of performance and financial oversight throughout the year.
- Stakeholder feedback is highly valued and regularly sought on a variety of topics throughout the year. Feedback has led to changes in the school creed, intervention strategies, and the inclusion of parents and families in smoking ceremonies.

Recommendation

The review team support the following:

- Measure and monitor the efficacy of the staff health and wellbeing hub in achieving its intended outcomes.

Learning environment

Students experience a safe and inclusive learning environment that promotes cultural awareness. Students are engaged in their learning, supported by established routines and behavioural expectations.

Commendations

The review team validate the following:

- The physical environment offers flexible learning spaces, including outdoor desks, alternative seating arrangements in senior classes and team teaching opportunities.
- A school mantra of 'with the appropriate supports, all students can succeed' is demonstrated through the comprehensive tracking and support for student attendance, detailed students at educational risk processes and individualised planning to meet each student's needs.
- Trauma-informed practice professional learning has enhanced staff understanding of underlying issues impacting students, resulting in improved support for positive student behaviour.
- Culturally responsive behaviours, as outlined in the Reconciliation Action Plan, are valued, endorsed, and actively supported by the school community.
- The peer support initiative, led by student leaders, promotes a restorative approach through supporting students to regulate their behaviour, manage conflict and connect them with friendship groups.

Recommendations

The review team support the following:

- Establish metrics and regular monitoring mechanisms to assess and inform adjustments and enhancements to the peer support initiative, ensuring its continued effectiveness in supporting students.
- Embed student voice and ownership in determining appropriate targets and strategies for individual education plans.

Leadership

Leadership is shared through structures and processes designed to develop staff capacity with a focus on meeting the needs of students.

Commendations

The review team validate the following:

- A thriving team culture underpins the school's distributed leadership model and is characterised by established norms, transparent and inclusive processes and clear expectations. Such practices ensure staff buy-in when determining priorities and directions, fostering a collaborative and empowered environment.
- Change is approached deliberately, incorporating thorough data analysis, collection and analysis of options, and collaborative determination of shared actions.
- The executive leadership team, consisting of middle leaders and the school administration team, convenes once a term with a focused agenda. This includes sharing their term priorities, reviewing budget expenditures and discussing upcoming events.
- Performance management is conducted in a timely and regular manner, striking a balance between professional development and accountability. This includes providing constructive feedback on both individual performance and reflections from whole-school observations.
- Leaders offer guidance and support to staff in a collaborative manner, leveraging the benefits of peer observations to enhance professional development, fostering a culture of continuous improvement.

Recommendation

The review team support the following:

- Enhance the effectiveness of the school's strategic planning by identifying clear and measurable student achievement targets.

Use of resources

Financial management adheres to system expectations, with budget oversight conducted transparently with the Finance Committee and School Board.

Commendations

The review team validate the following:

- The Principal and manager corporate services exhibit a professional and cohesive relationship in effectively managing the school's resources.
- The School Board possesses a comprehensive understanding of its governance role in supporting the school's financial management.
- P&C play a crucial role in providing financial assistance ensuring the school's needs are met. Their contributions have facilitated the purchase of shade sails, library resources and playground equipment.
- Involvement in the Speech Pathologists in Schools Pilot Program has been instrumental in building the capacity of staff to support students with speech and language needs.
- The stability of the staff reflects the effectiveness of the workforce plan, which strategically recruits personnel based on their skills and meeting specific needs of the school.

Recommendation

The review team support the following:

- Make explicit the budgeting process by ensuring financial resource allocation is clearly reflected within the suite of strategic planning documents.

Teaching quality

Staff demonstrate high levels of interconnected practices in planning and monitoring student achievement and progress. A growth mindset approach fosters a positive problem-solving attitude across the school community.

Commendations

The review team validate the following:

- School success is significantly enhanced by a set of non-negotiable behaviours and expectations for teaching and learning. The collective acceptance of these ensures the fidelity of whole-school processes and expectations, leading to positive outcomes for students.
- A forward planning document ensures that students receive individualised and levelled differentiation, tailored to their specific needs.
- Adherence to a comprehensive whole-school assessment schedule guarantees that student progress and achievement data are current and readily available for analysis when needed.
- Growth Mindsets for students provides a common language and fosters a positive problem-solving approach for students. It cultivates an 'I can't do it yet' attitude among students, emphasising the potential for growth and development over time.
- Promotion of mathematics as positive and engaging occurs through initiatives such as World Maths Day, whole-school math incursions, chess clubs for Years 1 to 6, as well as participation in Numero and Australian Mathematics Competition.
- Embedded practices across all learning areas are supported by the school's Best Practice in Hand instructional model, ensuring consistent and effective teaching pedagogies school-wide.

Recommendation

The review team support the following:

- Formalise the instructional coaching model to assist with the next phase of pedagogical development.

Student achievement and progress

Transparency regarding student achievement and progress is evident. By developing and sharing the above, at or below performance levels with both students and parents, the cycle of improvement is strengthened. This approach equips students with the language and tools necessary to effectively analyse their progress and identify areas for growth.

Commendations

The review team validate the following:

- A Response to Intervention approach to differentiation across all 8 learning areas occurs, where data is collected and used with authentic intent.
- Individualised and purposeful handover of student data each year ensures that incoming teachers have access to comprehensive and up-to-date information about each student, facilitating a smooth transition and enabling targeted support from the outset.
- The use of data wall supports the 'behind the name is a student' mantra and develops whole-school ownership and celebrations of student achievement and progress.
- Students are engaged in their own learning through a range of strategies including differentiated work and assessments, development and understanding of assessment rubrics and use of learning intentions and success criteria.

Recommendations

The review team support the following:

- Enhance the utilisation of Elastik to support teacher judgments in assessment and reporting by ensuring the breadth and depth of the judging standards are taken into consideration during moderation.
- Continue with plans to introduce moderation to the humanities and social sciences and science learning areas.

Reviewers

Darren Greaves
Director, Public School Review

Jane Wescott
Principal, Treeby 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 to be scheduled for 2027 You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools