



Department of
Education

D18/0502398

Public education
A world of opportunities

Djidi Djidi Aboriginal School

Public School Review

November 2018



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

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 and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective The school demonstrates effective practice in creating the conditions required for student success.
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------

	Needs Improvement The school has aspects of its practice below expectations and needs supported action to improve student success.
--	--------------------------------------------------------------------------------------------------------------------------------------------------

Context

Djidi Djidi Aboriginal School is 170 kilometres south of Perth and located amongst natural bushland and adjacent wetlands in Glen Iris, Bunbury. The school, with an Index of Community and Socio-Educational Advantage rating of 544 (decile 10), currently enrolls 95 students from Kindergarten to Year 6. Students reside across a large intake area, with the majority transported to school each day by the School Bus Services.

Facilities and buildings are modern, aesthetically appealing and incorporate elements of local Aboriginal culture. The design of the school is unique and reflects the school's inclusive and progressive learning environment in which students are taught to value the past, live in the present and to prepare for the future.

Learning programs support the development of academic, social, emotional and physical growth of each child. Noongar culture is embedded throughout the school to develop students' awareness, identity and pride through the explicit teaching of Noongar language, arts, storytelling and dance. This is enhanced through collaborative partnerships with community services and agencies which support staff and families strengthen student health, social and academic achievement.

The school is in the final year of the KindiLink program for pre-Kindergarten aged children. The program has increased readiness for school and successful transition into school over the last three years. The school's trial of the on-site health service Earbus has provided targeted and ongoing hearing intervention which has increased student engagement and learning.

School self-assessment validation

The Principal submitted a range of evidence to support school self-assessment.

The following aspects are confirmed:

- Genuine collaboration and high levels of staff engagement in the school assessment process evidences a culture of reflection and continuous improvement.
- There is alignment between evidence of school performance, observations and judgements about performance.
- Planning intentions were elaborated on during the validation phase.
- Staff demonstrate a shared ownership for student success with professional and personal responsibilities understood and enacted.
- Leaders acknowledge the need to ensure clear links between areas identified for improvement and the school's plans (strategic and operational) for maintaining and raising the standards for student success.
- Staff engaged positively and reported benefit from the self-assessment process.

The following recommendation is made:

- Develop clear links between current progress, areas identified for improvement, target setting and related planning by providing detail of the school's identified plans in response to the observation and analysis of the evidence submitted.

Public School Review

Relationships and partnerships	
<p>The school promotes a shared ownership and responsibility for the holistic education of the students and advocates for valuable connections for families with local providers and services. The School Council represents the community and enhances the school's pride in their culture.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The School Council and staff are invested in fostering a positive learning community and show genuine interest, care and consideration for students, and trust and respect for each other. • Participation for families in school-based self-regulation training is well attended, which provides holistic support for student achievement. • A range of social media communications and home visits are responsive to individual need and increase family connections with the school. • Positive partnerships with local business supports a range of resources and activities with direct links to increased student engagement. • The school provides an educative role in developing other schools' capacity to authentically embed the <i>Aboriginal Cultural Standards Framework</i> within their own school.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to build on the established partnerships with secondary schools to support the increase of successful and sustainable transitions. • Further empower the School Council through access to training modules.

Learning environment	
<p>Students are encouraged to be independent, critical and reflective learners and accountable for their decisions and actions. They are provided with clear expectations and boundaries to access a balanced education in a caring and culturally rich environment.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The <i>Aboriginal Cultural Standards Framework</i> is embedded across all learning and regularly reflected on to inform all aspects of school planning. • A culture of high expectations applies to all members of the school community and drives a continual focus on celebrating student success. • Individual planning is highly responsive and articulated in a comprehensive personalised learning plan, which includes individualised adjustments to meet developmental needs. This is complemented by a consistent home/school application of strategies resulting in increased attendance, engagement, health and wellbeing. • Whole-school explicit learning to develop self-awareness and self-management provides students with skills to independently identify emotions, problem solve and to respond appropriately. • Positive behaviour and self-regulation is supported by whole-school programs and daily meetings, explicit instruction, exposure to resilience strategies, values education and visible rewards systems.

Leadership

The Principal has led a re-visioning of the school to create a shared culture of excellence and high expectations for student success. The leadership team is approachable, visible and shares a reciprocal trust in the staff, providing a high level of support in program implementation.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Longitudinal whole-school use of the School Continuous Improvement Continuum tool frames the school's self-assessment and improvement journey and is used to inform areas for development. • Leaders are receptive to a broad range of views and consult with the School Council, students and staff before making decisions. • Programs are implemented following research and evidence of impact. • Leadership prioritise time and resources to allow staff to collaboratively develop professional skills and contribute to whole-school planning. • Induction is comprehensive and incorporates learning about the school's past, present and plans for the future.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Lead a review of data and progress to inform school priorities and student targets in preparation for refinement of the school's strategic plan. • Continue to involve staff in the development of 2019 operational plans aligned with the targets, priority areas and strategies in the strategic plan. • Collaboratively refine the school's assessment plan and vocabulary to support consistent whole-school processes, assessment and analysis.

Use of resources

Although the management of resources is responsive to changing student needs, the School Council and community identify that core business is to focus on supporting students in class. Investments and programs are required to demonstrate outcome improvement before being considered for purchase.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Student characteristic resourcing aligns with need by utilising staff to support whole-school programs and targeted intervention. • Staff interests and strengths are utilised strategically across the school. • Staff feedback and requests inform budget and expenditure on the current year cohort, the summary of which is reported annually. • Classroom technology is maximised and available throughout the school to support learning whilst building digital literacy.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Link professional learning and financial planning to student targets and the school's priorities as articulated in the 2019 strategic and operational plans. • Develop a workforce plan to identify longitudinal staff profile needs.

Teaching quality

A cohesive and professional learning culture underpins a rigorous and relentless approach to continually reflect on and improve student outcomes.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Teams of teachers, education assistants and Aboriginal Islander education officers learn, plan and teach together. • Highly scaffolded performance management processes are driven by a coaching model to increase autonomy, empowerment and ownership for development. Staff regularly engage in observations, coaching conversations and seek feedback from line managers and colleagues. • Five-week assessment cycles determine program and intervention efficacy, inform appropriate adjustments and intervention for each student. • Implementation of the 'Walker learning approach' links two-week cycles of explicit learning intentions to each student's interest. • 'Math-U-See' implementation is extending current pedagogical approaches towards the explicit teaching of numeracy.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Support whole-school development of scope and sequence learning intentions to the Western Australian Curriculum for all learning areas. • Build on existing moderation for rigour of teaching and assessment practices with grade moderation through engagement with another school.

Student achievement and progress

Whole-school student assessments are conducted and analysed every five weeks to inform progress, target setting and intervention planning. Formal reporting occurs twice a year.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • School based standardised and curriculum assessments supplement systemic data to inform student progress and planning. • Longitudinal tracking demonstrates increased self-regulation, engagement and progression of literacy and numeracy learning intentions. • NAPLAN¹ performance has increased and is above like schools. • Targeted literacy intervention programs are linked to student progress. The school is implementing a similar numeracy support model. • Student achievement is available in both standard and SEN² Reporting to Parents, complemented by individualised data tracking summaries.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Consider whole-school and individual student progress during the development of strategic planning. • Continue implementation and use of the centralised system for data storage to monitor longitudinal individual and whole-school data. • Set national minimum standards improvement targets.

Reviewers

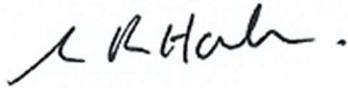
MERRILEE WRIGHT
Director, Public School Review

LEONIE CLELLAND
Principal, Treendale Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Special Education Needs