



North Dandalup Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

North Dandalup Primary School is approximately 80 kilometres south of the Perth central business district in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 985 (decile 5). There are currently 179 students enrolled from Kindergarten to Year 6.

Established in 1900, North Dandalup Primary School became an Independent Public School in 2019.

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

The first Public School Review of North Dandalup Primary School was conducted in Term 4, 2022. This 2026 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 collaborative and reflective school self-assessment.

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

- Staff engaged positively and collaboratively in the school's self-assessment process, contributing evidence and commentary within the Electronic School Assessment Tool submission and demonstrating a shared commitment to reflecting on school performance.
- The school's self-assessment demonstrated a thoughtful understanding of its current performance against The Standard, with staff accurately identifying many of the school's strengths and areas for further development.
- School Board and P&C members spoke positively about the school's inclusive and welcoming culture, highlighting the strong relationships between staff, students and families and the positive impact these have on student wellbeing and the broader school community.
- Student leaders spoke enthusiastically about their school, describing a strong sense of belonging and acknowledging the responsive and supportive relationships established by staff to meet their individual learning and wellbeing needs.

The following recommendations are made:

- Continue to build staff capacity in evaluative self-assessment by strengthening disciplined dialogue, evidence synthesis and impact evaluation to support evidence-based judgements.
- Strengthen the school's self-assessment by ensuring evidence and evaluative analysis are aligned to the focus areas of The Standard, enabling judgements to be clearly validated.

Relationships and partnerships

The school has developed a welcoming, inclusive and community-focused culture where positive relationships between staff, students, families and the wider community contribute to a strong sense of connection and belonging.

Commendations

The review team validate the following:

- Parents, the P&C and School Board members acknowledged the school's approachable leadership, responsive staff and genuine commitment to engaging families as valued partners in their children's education.
- A proactive and energised P&C work hard to build connections with families and provide practical support for parents so that all children are provided the opportunities to thrive.
- The staff have established a positive and collaborative professional culture underpinned by the mutually agreed North Dandalup Primary School Staff Norms that promote respectful relationships, trust and collective responsibility.
- Partnerships with organisations such as Men of the Trees – Peel Branch, Peel Harvey Biosecurity Group, OzHarvest, Alcoa, Doral Mineral Sands, Rotary, the Returned and Services League and the Shire of Murray provide authentic learning experiences that support environmental sustainability, community service and student wellbeing.

Recommendations

The review team support the following:

- Develop and implement a whole-school communications policy that establishes clear expectations, protocols and communication platforms to promote consistent, timely and effective engagement with staff, students and the school community.
- Build the strategic role of the School Board by providing targeted training and opportunities for members to interrogate school performance data and evaluate progress against the business plan.

Learning environment

Nestled in the foothills of the Darling Scarp, this beautifully presented and welcoming school reflects the pride, care and strong sense of community shared by staff, students and families.

Commendations

The review team validate the following:

- The exceptional cohesion between staff, students, parents and the wider community contribute significantly to a positive school culture, creating an environment where students feel safe, valued, connected and supported to thrive.
- The implementation of The Resilience Project has established a consistent whole-school approach to wellbeing, providing staff with a shared language and evidence-informed practices that is supporting students' emotional literacy, self-regulation and overall resiliency.
- Student voice is valued and student leadership is purposefully developed through authentic opportunities to lead and contribute to school life. These strategies are developing student agency, responsibility and a strong sense of belonging.
- The school's unique natural setting has been thoughtfully leveraged to create a new and engaging outdoor nature play area to foster curiosity, creativity, collaboration and wellbeing.

Recommendations

The review team support the following:

- Develop and embed a multi-tiered system of support framework that integrates wellbeing, behaviour, attendance, literacy and numeracy interventions, strengthening the early identification, coordinated support and ongoing monitoring of students requiring additional support.
- Undertake a whole-school self-assessment against the Aboriginal Cultural Standards Framework to identify strengths and priorities for improvement, using the findings to inform strategic planning and embed culturally responsive practice.

Leadership

Collaborative leadership, underpinned by a shared moral purpose and commitment to continuous improvement, has established strong organisational foundations for sustained school improvement.

Commendations

The review team validate the following:

- The Principal has cultivated a culture of trust, collaboration and shared responsibility that empowers staff to contribute confidently to school improvement and organisational decision-making.
- The school has established a distributed leadership model that empowers staff to lead curriculum, student services and whole-school improvement initiatives, building collective responsibility.
- A structured performance development process, supported by peer observation, feedback and targeted professional learning, promotes reflective practice and supports the ongoing development of staff capability.
- The Principal proactively engaged staff in a reflective self-assessment process before the school review that informed the development of the business plan aligned to the school's improvement priorities.

Recommendations

The review team support the following:

- Strengthen instructional leadership through an enhanced cycle of classroom observation, coaching and feedback that consistently monitors the implementation of the school's effective teaching model and evaluates its impact on teaching consistency across all classrooms.
- Embed and communicate the school's agreed change management model to ensure staff and the wider school community understand the purpose, progress and impact of key improvement initiatives, while recognising and celebrating milestones along the improvement journey.
- Implement elements of the Western Australian Future Leaders Framework to identify, develop and support aspiring school leaders through structured leadership development, mentoring and succession planning.

Use of resources

School resources are managed thoughtfully and sustainably, with long-term planning ensuring facilities, staffing and financial resources continue to support the school's evolving priorities and future growth.

Commendations

The review team validate the following:

- A highly effective partnership between the experienced manager corporate services and the Principal combines complementary skills, mutual respect and shared purpose to strengthen strategic decision-making, optimise the use of school resources and create improved opportunities for students to succeed.
- Strong financial governance processes, supported by the Finance Committee and School Board, promote transparent decision-making, responsible financial management and effective oversight of school resources.
- Leadership has responded proactively to increasing enrolments and evolving student needs by strengthening staffing structures and investing in additional leadership and student services capacity.
- Strategic investment in the school's physical environment, including the development of engaging outdoor learning and nature play spaces, has enhanced the learning environment while reflecting the pride in the school.

Recommendations

The review team support the following:

- Develop operational plans that provide a clear line of sight between business plan priorities, cash and salary resource allocations and planned actions.
- Develop a long-term workforce plan that aligns projected enrolment growth, student needs, leadership succession, specialist capability and staffing profiles with the school's strategic priorities.

Teaching quality

The school has established important foundations to support high quality teaching through collaborative professional learning, structured performance development and an agreed approach to instructional practice.

Commendations

The review team validate the following:

- The development of an effective teaching model has established a shared vision for high quality classroom practice and provides a strong foundation for building greater consistency in teaching across the school.
- A collaborative professional culture encourages staff to engage in peer observation, professional dialogue and the sharing of effective practice, supporting reflective teaching and continuous improvement.
- High quality professional learning for teaching staff is strategically aligned to identified school priorities and supports staff to strengthen their pedagogical knowledge, curriculum expertise and instructional practice.

Recommendations

The review team support the following:

- Formalise the school's shared beliefs about teaching and learning to guide pedagogical decision-making and ensure whole-school programs, practices and professional learning align with these agreed principles.
- Prioritise the selection and implementation of a whole-school writing approach that establishes consistent evidence-based instructional, assessment and moderation practices.
- Refine the school's intervention model by evaluating the impact of classroom differentiation and targeted interventions on student progress, ensuring intervention complements high quality Tier 1 instruction and informs decisions regarding the continuation, refinement or expansion of programs.
- Review the effectiveness of the whole-school phonics approach and its alignment with Tier 1 classroom instruction and intervention programs.

Student achievement and progress

The school has established sound assessment and data collection processes that provide valuable information about student achievement and progress.

Commendations

The review team validate the following:

- The school's comprehensive assessment schedule incorporates a broad range of systemic and school-based assessments, including On-entry assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Progressive Achievement Tests (PAT), Brightpath, Writemark, NAPLAN¹ and structured literacy assessments. This provides staff with multiple sources of evidence to monitor student achievement.
- The implementation of Elastik has improved teachers' access to student achievement data, supporting more efficient analysis, targeted planning and reduced administrative workload.
- Staff engage in collaborative moderation within the school and across the Murray Waroona Schools Network, strengthening the consistency of teacher judgements and shared understanding of achievement standards.
- The school's commitment to improving reading assessment through the use of DIBELS and PAT Reading provides a strong foundation for more targeted literacy instruction and intervention.

Recommendations

The review team support the following:

- Investigate ways to build a whole-school database of school-based assessments.
- Build staff data literacy by engaging teaching staff in Student Achievement Information System dashboard training.
- Develop structured opportunities for teaching teams to engage in disciplined dialogue to analyse and interrogate systemic and school-based data, moderate teacher judgements, identify students requiring extension or intervention and evaluate the effectiveness of instructional practices.

Reviewers

Matt Osborne
Director, Public School Review

Paula Hooper
Principal, Forrestdale 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.

The next review process focusing on the teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2027. You will be formally notified in the 2 terms leading up to your school's scheduled follow-up review.

Should the school meet the Standard for these domains, a full Public-School Review, inclusive of all domains, will be scheduled for 2029.



Steve Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy