



Dunsborough 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

Dunsborough Primary School is located approximately 250 kilometres south of Perth, within the Southwest Education Region.

The school has an Index of Community Socio-Educational Advantage of 1051 (decile 3) and currently enrolls 768 students from Kindergarten to Year 6.

Dunsborough Primary School opened in 1963 and became an Independent Public School 2011.

Community 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 Dunsborough Primary School was conducted in Term 1, 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 reflective and affirming school self-assessment.

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

- A culture of reflection and continuous improvement, led by the executive leadership team was evident, resulting in the engagement of staff and the School Board in a comprehensive and reflective self-assessment process in preparation for the Public School Review.
- School self-assessment processes conducted in preparation for the Public School Review coincided with the end of the business plan cycle. This supported the collective commitment to providing high quality learning opportunities for students and provided an opportunity for celebration and affirmation.
- There was clear alignment between the evidence provided and the school's intended improvement strategies.
- A broad range of staff engaged enthusiastically during the validation meetings, offering authentic reflections that strengthened the review team's understanding of the current operation of the school. Their strong, honest and consistent insights added value to the Electronic School Assessment Tool submission and supported validation of the school's improvement agenda.
- A tour of learning environments proudly led by student councillors and an acknowledgement of country by the school's student cultural ambassadors, provided valuable insights and added much to the positive tone of the validation process. Students shared their experiences at the school, and the personal benefits of the opportunities they have been given.
- During the validation visit, well-informed and passionate School Board members, P&C representatives and parents provided genuine reflections in support of the school's self-assessment, demonstrating pride and investment in the school improvement journey. They also expressed their gratitude towards the school's leadership and the manner in which they have revitalised the operation of the school.

The following recommendation is made:

- Maintain the focus on robustly analysing data, promoting a collaborative self-assessment culture to embed ongoing strategic approaches to problem solving, innovation and change.

Relationships and partnerships

With an intentional focus on building a collaborative culture, staff voice is valued, prompts rigorous discussion and analysis of feedback generates strategies and action to support improvement.

Commendations

The review team validate the following:

- High levels of trust in the school's leadership and staff are evident and based on authentic, transparent and collaborative relationships. The impact of these relationships manifests in the positive school culture and reputation within the community it serves.
- Hub meetings and collaborative duties other than teaching are the foundation for intentional collaboration and are pivotal in creating and sustaining the high care culture that exists. Hub meetings focus on solving challenges collaboratively and building collective teacher efficacy.
- The intentional cadence of the school's streamlined and purposeful communication practices builds shared understanding and trust across the community. Feedback modalities, including highly valued consultation processes, ensures internal and external clarity and transparent and aligned expectations.
- Investment in partnerships that promote a culture of trust, contribution and responsibility is prioritised.
- The School Board plays a vital role in school governance and strengthens the school's strategic direction, reflects community perspectives and maintains community confidence. The Board is invested in supporting the school's clear focus on continuous improvement and trusts the capacity of staff to meet the needs of students and families.

Recommendations

The review team support the following:

- Embed the mission, vision and values statements across all stakeholders to further strengthen the school's shared purpose, culture and alignment of whole-school processes and practices.
- To further enhance collaborative practices across the school, develop a shared understanding and consistent approach to team collaboration, with a focus on psychosocial safety and student achievement.

Learning environment

Underpinned by genuine care and the best interests of students, school processes and approaches proactively establish the conditions for students to thrive in a caring, inclusive and culturally responsive environment.

Commendations

The review team validate the following:

- A dedicated commitment to a Positive Behaviour Support approach, founded on a behaviour matrix and embedded social and emotional learning program 'You Can Do It', drives the conditions for learning and underpins a positive school culture. The interconnectedness of whole-school strategies, including Quenda tokens, reflects a commitment to continuous improvement and successful outcomes for all students.
- The establishment of a student services team and centralised monitoring of students at educational risk has enhanced the identification, support provision and monitoring of students. Defined processes and practices and collaborative coordination within the student services team ensures targeted and timely support.
- Genuine and authentic approaches to building and fostering cultural responsiveness are a feature of the school. The collaboratively developed Meeka Meelup mural, the yarning circle and the Quedjinup Leadership Group support students and staff in their understanding and appreciation of the local Wadandi people.
- Students radiate pride in their school and value the care and support provided by staff. Student leaders are highly invested in the school and see their role as contributing positively to their school and the experiences of the student population.

Recommendation

The review team support the following:

- Review and audit whole-school support systems with the objective of refining and aligning current systems to a multi-tiered system of support model.

Leadership

Underpinning the strategic intent of the school's leadership planning is the belief that a collaborative professional growth culture of continuous improvement will cultivate key leadership attributes for all staff.

Commendations

The review team validate the following:

- The Principal has fostered a proactive approach to managing both strategic and operational responses to identified areas for school improvement. Recognising and harnessing the strengths of staff to work collaboratively in pursuit of improvement priorities is a feature of the school.
- The school's collaborative leadership team, including hub and curriculum leaders, are pivotal in actualising the school's strategic direction. They relish opportunities to lead and contribute to the implementation of consistency of planning and practice and engaging in evidence-based decision making.
- Purposeful alignment between structures and processes to fortify planning and decision making is evolving. This is evident in the articulation of the school's focus on targeting continual and aspirational improvement.
- Highly skilled allied professionals embrace professional learning to develop skills that enhance their contribution to the school's improvement agenda and student outcomes. They are highly valued for their impact on student achievement and the respect teachers have for them is palpable.

Recommendations

The review team support the following:

- To embed a whole-school culture of self-reflection and continuous improvement, develop and implement a self-assessment schedule with clearly defined monitoring mechanisms and associated timelines, aligned to business plan priorities and targets.
- Introduce a formalised classroom observation and feedback process to support the implementation fidelity of adopted whole-school instructional approaches and programs, ensure low variance teaching practice and maintain high-quality curriculum delivery across all phases of learning.

Use of resources

The introduction of disciplined forward planning and evidence-based decision making underpins the school's approach to financial management, resource allocation and workforce planning.

Commendations

The review team validate the following:

- Developing staff capacity to understand and contribute to consultative planning and review processes is a priority. Ensuring that resources are directed in a balanced manner, ensuring the sustainability of established educational programs and activities and the pursuit of innovative teaching and learning opportunities, is evident.
- Targeted initiative and student characteristics funding is deployed strategically to support the diverse needs of students and provide academic enrichment strategies. The school invests effectually in the appointment of allied professionals and behaviour and wellbeing supports, including a student support officer, providing supported and targeted skill development opportunities for students.
- A dynamic, proactive and highly valued P&C work strategically and purposefully. Their impact is evident through improved physical environments and the provision of targeted funding that directly supports student learning.
- Reserve and replacement plans are increasingly intentionally structured to ensure long-term sustainability of school resources aligned to school priorities, particularly information and communications technology.

Recommendations

The review team support the following:

- To support enhanced transparency across all stakeholders, develop and implement a student characteristics and targeted initiative disbursement plan.
- Use the development of the new business plan as an opportunity to support staff understanding of the necessity of alignment between school planning, operational decision making, resource allocation and whole-school improvement priorities.

Teaching quality

Collegiate, passionate and dedicated staff value opportunities to work collaboratively and demonstrate professional enthusiasm for their core business of teaching and learning.

Commendations

The review team validate the following:

- Propelled by a strong sense of collective responsibility and the continual pursuit of improvement, sharpening the future direction of classroom instruction is evident. A strong foundation is provided by the Dunsborough DNA, with explicit teaching and a consistent lesson structure delivered with fidelity by committed staff who are advocates for the school's teaching and learning approaches.
- Hub teams are pivotal in the planning and implementation of connected practice, promoting a strong sense of ownership and empowerment for all team members. Co-designed units support the development of shared expectations and collective responsibility.
- There is a palpable sense of staff holding knowledge of the power of data and its ability to inform classroom practice. With the support of hub leaders, teachers are becoming increasingly adaptive and responsive to data and student needs.
- Staff understanding of differentiation is evident. Individual education plans, targeted intervention programs such as MiniLit, MacqLit and Bond Blocks Program, and support from skilled education assistants ensures student learning is focused on individual academic levels.

Recommendations

The review team support the following:

- Proceed with the intention to align the Dunsborough DNA to the centrepiece of the Quality Teaching Strategy, the Teaching for Impact document.
- Develop a whole-school, classroom focused approach to differentiated learning to ensure rigorous challenge and depth of learning for all students.

Student achievement and progress

The school is committed to the continual development of staff data literacy, routine whole-school data collection and analysis expectations and evidence-based decision making.

Commendations

The review team validate the following:

- A culture of continuous improvement is evident with the collaborative leadership team leading collaborative conversations and planning. Staff recognise the need to share responsibility for comprehensive data tracking and analysis to support targeted performance improvements.
- The school recognises the need to be responsive to longitudinal student achievement and progress and is committed to the implementation of data-informed explicit teaching and learning to address gaps in the learning of students.
- Assessments and reporting on student achievement informs both students and parents. Initiation of meetings at the point of need ensures parents have a strong understanding of their child's progress and 'there are no surprises'.
- Consistent judgements aligned with the Western Australian Curriculum, supported by moderation processes and the School Curriculum and Standards Authority Judging Standards, are evident and contribute to a shared understanding of student success.

Recommendation

The review team support the following:

- Maintain a focus on the development of staff data literacy to increase proficiency in the application of systematic and school-based data to identify and address learning gaps, inform targeted intervention strategies and determine the impact of instructional approaches.

Reviewers	
Kate Wilson Director, Public School Review	Craig Anderson Principal, Harmony 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 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools