

OFFICIAL



Department of  
Education

**Shaping the future**

# Dawson Park 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](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Dawson Park Primary School is located approximately 20 kilometres south-east of the Perth central business district within the South Metropolitan Education Region.

Established in 1982, the school became an Independent Public School in 2015.

Currently, there are 475 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 999 (decile 5).

Dawson Park Primary has the support of a School Board and Parent and Citizens Association (P&C).

The first Public School Review of Dawson Park 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 collaboratively developed school self-assessment.

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

- The executive team viewed the Public School Review as a catalyst for change and an opportunity to reflect upon and reframe a culture reflective of the values of the new leadership team and mirror their respective skill sets.
- The review process enabled the newly appointed Principal to evaluate the school's strategic direction, processes, practices, and performance to better understand the school's current reality, celebrate strengths, and identify areas for improvement.
- School self-assessment processes conducted in preparation for the Public School Review coincided with the end of the business plan cycle and supported the collective commitment to providing high quality learning opportunities for students and provided an opportunity for reflection.
- 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 (ESAT) submission and supported validation of the school's improvement and change agenda.
- A tour of learning environments, proudly led by the head boy and head girl, provided valuable insights and added much to the positive tone of the validation process.
- During the validation visit, well-informed and passionate P&C representatives and School Board members provided genuine reflections in support of the school's self-assessment, demonstrating pride and investment in the school improvement journey.

The following recommendations are made:

- In future ESAT submissions strengthen the alignment between claims and supporting evidence by ensuring all statements are accompanied by relevant data, analysis or an explanatory narrative that clearly demonstrates their impact on school performance.
- Engage a further layer of review to future ESAT submissions to limit the repetition of evidence and analysis of impact.

## Relationships and partnerships

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.

### Commendations

The review team validate the following:

- A tangibly united and collaborative culture is providing the foundations for thriving relationships between staff, optimising the conditions for school improvement and, in turn, student success.
- Teams such as the curriculum, behaviour and year level teams, are the foundation for intentional collaboration and are pivotal in creating and sustaining the high quality teaching culture that exists.
- Communication practices are clear, purposeful and build shared understanding and trust across the community. Multiple communication and feedback modalities ensure internal and external clarity, with translated content and bilingual peer support provided.
- Investment in partnerships that reflect the needs of the school community are prioritised. Partnerships with YouthCARE, Helping Hands and the Darling Range Learning Community are highly regarded and foster social, emotional and academic progress for students. They also add value to operational and strategic improvement initiatives.
- The School Board plays a vital role in school governance and supports the school's clear focus on continuous improvement. The Board's governance strengthens the school's strategic direction, reflects community perspectives and maintains community confidence.

### Recommendation

The review team support the following:

- Embed whole-school culturally responsive practices reflecting Aboriginal perspectives and enhance opportunities to regularly celebrate the proud multicultural heritage of students and staff.

## 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 pastoral care and behaviour, with targeted support for students at educational risk, founded on a multi-disciplinary support approach, underpins a positive school culture. The evolving interconnectedness of whole-school strategies reflects a commitment to continuous improvement and successful outcomes for all students.
- Recognising the importance of early identification and intervention, the school successfully and proactively identifies and supports students' learning and developmental needs and invests effectually in multi-disciplinary supports, including an onsite speech pathologist.
- Student wellbeing is prioritised through data-informed programs and collaborative practices. Initiatives including Smiling Minds, Gr8t Mates, Zones of Regulation, and the influence of the school's highly regarded chaplain, support social and emotional development and promote inclusivity.
- 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.

### Recommendations

The review team support the following:

- Review whole-school support systems with the objective of aligning current systems to a multi-tiered system of support model.
- Develop a comprehensive student leadership model that fosters student voice as a critical input for school decision making.

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
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• High expectations are the foundation of the Dawson Park Primary School culture. Expectations are modelled by the school's leadership and embedded into staff practice with professionalism and passion. Collective adherence to these expectations drives team success.</li> <li>• 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.</li> <li>• Opportunities for improvement are evidence-based and authentic staff consultation is privileged. The prominent level of professional regard staff have for one another strengthens the collective desire to continually improve school performance.</li> <li>• Recognising and harnessing the strengths of staff to work collaboratively in pursuit of improvement priorities is a feature of the school. Instructional coaches are pivotal in actualising the school's strategic direction, relishing opportunities to lead and influence the implementation of consistency of planning and practice, solving challenges collaboratively and building collective teacher efficacy.</li> <li>• 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.</li> </ul>
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Introduce a leadership development framework to define and support the development of strategic and instructional leadership capacity across the school and embed the role of middle leaders to drive school improvement.</li> <li>• Strategically map whole-school self-reflection processes to gather feedback data in a co-ordinated manner, specifically aligned to school priorities.</li> </ul>
Use of resources
Astute financial acumen ensures fiscal and responsive management of resources, providing all students with the best possible learning opportunities.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The mantra, 'this year's money, this year's students', coupled with clearly defined financial processes and procedures ensures key priorities are resourced. Funding decisions are made in the best interests of students, with opportunities and experiences that enhance their teaching and learning programs prioritised.</li> <li>• Annual budgeting processes are consultative and allow staff the ability to apply for funding aligned to school priorities, overseen and approved by the Finance Committee and endorsed by the School Board. Supplementary funding, sourced from contributions generously made by the P&amp;C, also value adds to the school's ability to provide an enhanced learning environment for students.</li> <li>• Optimising investments in learning is the school's commitment. Significant investment in targeted evidence-based professional learning is fortifying teaching and learning and developing sustainable instructional leadership capacity. This resourcing has been prioritised with effect and includes Fogarty EDvance Teaching Intensives embedded in induction processes, and a commitment to Shaping Minds.</li> <li>• Collaboration drives continual improvement in teaching and learning and the school empowers staff through the devotion of investment in purposeful collaborative planning. This dedicated time strengthens consistency of practice, supports data-informed decision making and enhances shared professional growth.</li> </ul>
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Strengthen data collection measures to monitor and evaluate the efficacy and impact of resource allocation on student achievement and progress.</li> </ul>

## Teaching quality

The school recognises the critical importance of whole-school approaches, with a focus on low variance teaching practices to support student achievement. A culture of self-reflection and growth and the efficacy of instruction is embedded, with instructional coaches playing a lead role.

### Commendations

The review team validate the following:

- Propelled by a strong sense of collective responsibility and the continual pursuit of improvement, the expectation of high quality, explicit instruction is abetted by comprehensive support. This is underpinned by shared beliefs, common language and clear expectations about how staff structure lesson delivery to engage students and optimise academic growth and development.
- The school prioritises early identification and intervention and the implementation of programs such as Sounds-Write and Bond Blocks to produce tangible outcomes. A platform upon which to develop greater responsiveness, aided by a tracking tool and associated processes, is intended to be implemented.
- Staff confidence in the delivery of differentiated learning opportunities is evident with differentiation embedded through Tier 1 classroom practices, reflecting a commitment to meet the diverse needs of students.
- Staff demonstrate an unwavering commitment to participate in discourse about the merits and worth of the range of data that is collected. The development of staff data literacy to identify and address learning gaps and determine the impact of instructional approaches is a priority.

### Recommendations

The review team support the following:

- Utilise the Early Years Learning Framework and National Quality Standards as a platform to develop an early childhood statement of philosophy and embed shared understandings and pedagogy.
- Proceed with the intention to introduce a teaching framework aligned to the Quality Teaching Strategy.
- Develop a school-wide approach to rigorously challenge the depth of learning for high potential learners performing at the upper achievement levels, informed by data and supported by professional learning for staff.

## Student achievement and progress

Student performance, and by extension, school performance, is owned by all staff who share the responsibility for setting high expectations for their students to have a successful pathway to further learning.

### Commendations

The review team validate the following:

- A culture of continuous improvement is evident with block leaders leading collaborative conversations and planning. Staff recognise the need to share responsibility for comprehensive data tracking and analysis. The use of data as a vital tool for reflection and accountability is evolving.
- Effective teaching and sustained academic growth has been reflected in NAPLAN<sup>1</sup> achievement data. The Year 3 cohort is exceeding like schools in all assessed areas and Year 5 also outperforming like schools in numeracy, reading, spelling and grammar and punctuation.
- 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 based on the Western Australian Curriculum and School Curriculum and Standards Authority Judging Standards are a priority. So too are moderation processes and practices to ensure consistency and accuracy in assessing student achievement.

### Recommendation

The review team support the following:

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

Reviewers	
Kate Wilson <b>Director, Public School Review</b>	Denise Duffy <b>Principal, Rockingham Beach Primary School</b> <b>Peer Reviewer</b>

## 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**

---

## References

- 1 National Assessment Program – Literacy and Numeracy