Shaping the future

Djidi Djidi Aboriginal 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

Djidi Djidi Aboriginal School was established in 1996 and is approximately 170 kilometres south of Perth within the Southwest Education Region.

The school has an Index of Community Socio-Educational Advantage of 705 (decile 10) and currently enrols 83 students from Kindergarten through to Year 6.

Djidi Djidi Aboriginal School has the support of the School Council.

The first Public School Review of Djidi Djidi Aboriginal School was conducted in Term 4, 2018. This 2023 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 transparent school self-assessment, highlighting aspects of the school's current operations and planning considerations for improvement.

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

- Collaborative processes have underpinned the school self-assessment in preparation for the Public School Review. The leadership team established groups to provide a reflection of the school's performance and planning improvement actions for each domain of the Standard.

- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. An overview document was submitted outlining the judgement, actions and improvement plans for each domain of the Standard. A separate document included examples of evidence for each domain.

- Opportunities for staff contribution were provided through their individual contributions to the ESAT and during the validation day. There was significant evidence of staff buy-in to the school's current improvement agenda.

- An extensive tour of the school, with opportunities to speak with staff and students, further enriched the validation process providing a greater understanding of evidence presented during the validation meetings.

- Local Elders, as members of the School Council, and parents participated enthusiastically in validation day discussions, reflecting a passionate sense of engagement and investment in the school's ongoing development.

- The school's leadership reported the Public School Review was a positive experience that has extended their understanding of the school's performance and enabled them to celebrate their significant progress and achievements.

The following recommendations are made:

- Carefully consider the choice of evidence and analysis in each domain to ensure that comments in the ESAT, or annotations on the evidence itself, accurately describes the impact on student outcomes.

- Ensure that evidence provided in future ESAT submissions cover the breadth of expectations described in the Standard.

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Relationships and partnerships

In recognising success for students is dependent on the relationships between staff, students and families, the school has created an environment that is welcoming and nurturing to all in the community. Families expressed high levels of satisfaction and pride in the school.

Commendations

The review team validate the following:

- Staff relationships are respectful, confident and demonstrate a deep knowledge and common understanding of their students and the school's strategic direction. Staff hold themselves accountable, ensuring a culture of quality collaboration, feedback, empowerment and commitment.

- Communication is clear and transparent, utilising a range of strategies to connect with a maximum number of families. Information is distributed through the school website, Facebook, SMS[1], newsletters and extensive opportunities for face-to-face interactions between staff and families.

- Extensive partnerships have been established with a variety of agencies and organisations to support the learning program for students. These include Roelands Village, Shire of Capel, Foodbank, School of Special Educational Needs (SSEN): Behaviour and Engagement, SSEN: Disability, the Department of Communities and health agencies.

- The School Council has a sound understanding of its governance role and responsibilities. Members are engaged in and value important strategic discussions, helping guide school decision making and policy.

Recommendation

The review team support the following:

- Explore ways to engage more families to provide feedback to ensure a broad representation of views and opinions about school performance are received.

Learning environment

A safe, positive, and supportive learning environment is embedded where Wardandi Noongar culture and language is strong and visible. Djidi Djidi Aboriginal School is a place where students are supported to be successful as Aboriginal people.

Commendations

The review team validate the following:

- Elders, Aboriginal and Islander education officers and the language and culture teacher support all staff to embrace the Aboriginal Cultural Standards Framework and embed culturally responsive practices across the school. This is highlighted during the engaging and well attended community celebration of NAIDOC[2] week.

- High care, trauma-informed practices, along with an embedded understanding of Zones of Regulation, support students to self-regulate and engage in learning.

- Student voice is valued and contributes to the notion of empowerment and school pride. Twice daily yarning circles in each class offers a forum for students to provide feedback and to guide and adapt the teaching and learning program in response.

- Careful consideration of the physical environment demonstrates cultural responsiveness and a commitment to student wellbeing. The reset space in each classroom supports student engagement and achievement.

Recommendations

The review team support the following:

- Maintain a strong focus on high expectations for attendance of all students.

- Ensure students at educational risk (SAER) processes are embedded to support those requiring additional support in literacy and numeracy.

Leadership

Inclusive, cohesive and supportive leadership is evident across the school. Having high expectations of themselves, staff, students and the community, the Principal and deputy principal lead a culture of collaborative and collective responsibility for every child's success.

Commendations

The review team validate the following:

- There are frequent opportunities for staff to undertake leadership positions across a range of roles. Aspirant leaders are provided acting opportunities and professional learning. Staff are enthusiastic and willing to lead aspects of school improvement and operations.

- The prioritising of culture through the appointment of a cultural leader has seen the embedding of the Aboriginal Cultural Standards Framework where the school has assessed itself to be proficient in the Framework's 5 standards.

- A clear approach to performance management and development is evident. Staff are supported to refine their teaching practice aligned to school instructional priorities.

- Inclusion in the Department's Leading Cultures of Teaching Excellence program is providing guidance towards a high performance and development culture.

Recommendations

The review team support the following:

- Support the leadership of literacy and numeracy to progress the development of operational plans and scope and sequence documents, giving clear direction and consistency of curriculum delivery across the school.

- Enhance instructional support for teachers through the formalisation of an agreed process for observation and feedback as a driver of quality teaching and the implementation of High Impact Teaching Strategies.

Use of resources

A trusting and productive relationship between the Principal and manager corporate services ensure planning, management and monitoring processes for the use of resources are aligned to school operations.

Commendations

The review team validate the following:

- Sound processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight. The School Council is kept well informed of the school's financial management processes and spending priorities.

- Staff and cost centre managers are provided with tools and skills in financial management practices through the provision of a finance handbook, as well as formal and informal training opportunities.

- Applications for grants supplement the budget and support teaching and learning priorities of the school.

- Aligned to the planning and identified priority areas, resources are deployed for professional learning for all staff and the allocation of student support.

- The appointment of a speech pathologist provides opportunity for early identification and intervention of communication disorders, supporting student engagement and learning.

- Careful attention is made to the deployment of human and physical resources that best meet the specific needs of individual and groups of students.

Recommendation

The review team support the following:

- Continue to monitor the workforce plan, considering enrolment fluctuations and staff movements and develop strategies to address potential workforce gaps.

Teaching quality

A highly collaborative and motivated staff work within a culture of high expectations and continuous improvement, underpinned by the belief that quality teaching is integral to positive student outcomes.

Commendations

The review team validate the following:

- A whole-school approach to the delivery of curriculum is embedded where evidence-based programs support literacy and numeracy instruction.

- Shared beliefs and an evidence-based approach ensure the preconditions for learning are present, enabling teachers to provide quality curriculum instruction.

- A culture in which staff work collaboratively using student achievement and progress data to inform classroom and individual planning is evident.

- A 3-tiered response to intervention process supports differentiation and ensures students receive instruction at their level of need. Individual education plans to support SAER are recorded on Special Educational Needs (SEN) planning and those students receive a SEN report for identified areas of the curriculum.

- Inclusion in the Australian Government Closing the Gap Implementation Plan is enabling MiniLit and MacqLit to be implemented with fidelity to address the literacy needs of all students.

Recommendations

The review team support the following:

- Continue to engage with the Department's Teaching for Impact to develop a whole-school Instructional Model to further enhance practice in the effective delivery of the curriculum.

- Continue to analyse systemic and school-based student achievement and progress data sets to inform planning and measure and evaluate the impact of teaching and learning programs.

Student achievement and progress

High expectations for student achievement are evident and there is a united and determined resolve by staff to ensure every child, regardless of personal circumstances, will make continued and sustained progress.

Commendations

The review team validate the following:

- Achievement and progress in NAPLAN[3] have been consistently above contextually similar schools. There is an aspirational commitment from staff and leadership that student achievement will align with state averages.

- In school and peer school moderation processes are in place, utilising the Brightpath platform and the School Curriculum and Standards Authority Judging Standards, to support the reliability of grade allocation and reporting.

- Assessments and reporting on student achievement and progress inform both students and parents. This includes a collaborative approach to individual education planning, and interviews engaging families of 70% of students.

- An assessment schedule informs staff of the type and timing of data collection. Reading and mathematics assessments, On-entry assessment, phonics and speech and language screening data is reviewed and analysed at the classroom level to identify areas of achievement and guide planning for improvement.

Recommendations

The review team support the following:

- Progress the intent to monitor and track individual student achievement and progress in literacy and numeracy.

- Utilise individual longitudinal data sets to set aspirational student achievement and progress targets in future strategic and operational plans.

Reviewers	
Craig Skinner **Director, Public School Review**	Daryl Mansfield **Principal, Broome 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.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.

Melesha Sands
Deputy Director General, Schools

References

1   Short Messaging Service
2   National Aborigines and Islanders Day Observance Committee
3   National Assessment Program – Literacy and Numeracy