

Dalby South State School

Executive Summary



School
Improvement
Unit



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Dalby South State School** from **22 to 24 May 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [*National School Improvement Tool*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Tracy Egan	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Cnr Owen and Bunya Streets, Dalby
Education region:	Darling Downs South West Region
Year opened:	1965
Year levels:	Prep to Year 6
Enrolment:	670
Indigenous enrolment percentage:	15 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	993
Year principal appointed:	2005
Full-time equivalent staff:	35.3
Significant partner schools:	Dalby State School, Dalby State High School, Kaimkillenbun State School, Bowenville State School, Cecil Plains State School, Bell State School, Jimbour State School, Jandowae State School
Significant community partnerships:	Western Downs Regional Council, Dalby Chamber of Commerce, Western Downs Library, Dalby State High School, Dalby Returned and Services League of Australia (RSL), Dalby Welcoming Committee, Waminda Disability Services, University of the Sunshine Coast (USC), local chaplaincy committee
Significant school programs:	Positive Behaviour for Learning (PBL) - program in place since 2005, Kids Matter, Primary Instrumental Music program, Enrichment program, Special Education Program (SEP) - including Early Childhood Development Program (ECDP) and includes the SEP Cluster Schools of Kaimkillenbun State School, Cecil Plains State School, Bell State School, Bowenville State School, Convening School – Bunya Swimming, Bunya Athletics and Bunya Netball, SNAC (Special Needs Action Committee) processes



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two curriculum lead teachers, guidance officer, 11 parents, five Parents and Citizens' Association (P&C) representatives, SNAC coordinator/lead teacher, 33 teachers, two Indigenous community contacts, four cleaners, Business Services Manager (BSM), three administration officers, thirty four students, regional behaviour support teacher, school nurse, instrumental music teacher, chaplain and 15 teacher aides.

Community and business groups:

- Chamber of Commerce representative, Dalby RSL representative, Cancer Council representative, chairperson of local chaplaincy committee and Dalby Welcoming Committee representative.

Partner schools and other educational providers:

- USC Educational Partnerships Professional Learning representative, Kids Club director, Local Kindergarten director, and Principal of Dalby State High School.

Government and departmental representatives:

- Federal member for Maranoa, ARD and Mayor Western Downs Regional Council.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Sharp and Narrow Focus 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (Semester 2 2016)	School Data Profile (Semester 1 2017)
OneSchool	School budget overview
Professional Growth plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	DDSW Charter of Expectations 2016



2. Executive summary

2.1 Key findings

High levels of trust and respect are apparent across the school community.

Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet their needs. The staff members of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning.

A strong sense of pride and belonging is apparent across the school community.

Collaboration and collegiality are an embedded part of the school's culture. The broader community holds the school in high regard. Community members articulate that they appreciate the courtesy, respect and pride shown by students of the school. In the 2016 School Opinion Survey (SOS) 100.0 per cent of parents, staff members and students indicate that they would recommend this school to others and that students are getting a good education at this school.

All school staff members are united and committed to improving learning and wellbeing outcomes for all students in the school.

Staff members articulate their belief that all students can learn successfully if provided with appropriate support. Many parents and members of the wider community express the view that the professionalism and dedication of staff members are strongly valued within the community.

The school leadership team has established and is driving an Explicit Improvement Agenda (EIA) of improving students' writing skills.

All staff members and parents demonstrate an awareness of and commitment to the school's improvement agenda. The school's Parents and Citizens' Association (P&C) is supportive of the school's priorities. Processes for systematically monitoring progress towards published school targets and evaluating strategies for effectiveness across aspects of the EIA are not yet clearly identified by staff members.

School leaders recognise that a key to improving student learning involves working with teachers to provide effective feedback to improve their professional practice.

Teachers indicate a willingness to have school leaders visit their classrooms to observe and provide feedback. The school leadership team conducts walkthroughs and some teachers have been provided with feedback to enhance pedagogical practices. A culture of regular observation and feedback is in its early stages.



The school's leadership team and teaching staff members express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

A planning process has been undertaken by key staff members and leading teachers to develop curriculum plans that align with the AC. These plans are then made available to teachers to enact in classrooms. Teaching staff members indicate that this process is highly valued. A process to ensure that the rigour and intent of the AC is enacted in all classrooms is yet to be implemented.

School leaders are committed to analysing and discussing data to drive improvement in student learning outcomes.

Some teachers express confidence in their ability to analyse data from assessment tasks and others value the opportunity to work with their peers to discuss a range of student achievement data. Teachers indicate varying degrees of capacity in analysing student achievement data to inform teaching.

Teaching practices across the school reflect the understanding that students are at different stages in their learning and progress at different rates.

Staff members articulate a strong belief that all students are capable of learning successfully. All teachers work at understanding where students are in their learning. Teachers are at different stages in their abilities to utilise student achievement data to determine starting points for learning and to effectively cater for the diverse range of student abilities in their classroom.

The school has a history of developing productive community partnerships to the mutual benefit of students and the broader community.

The school leadership team makes use of strategic partnerships with school families and local community organisations to promote parent and community engagement with the school. A significant number of events are conducted and the school is committed to maintaining and enhancing its community relationships.



2.2 Key improvement strategies

Formalise and communicate processes to regularly monitor the implementation of the EIA against school specific targets to ensure progress can be monitored, measured and celebrated.

Implement a formal classroom observation and feedback model involving all teachers to provide timely support and advice on classroom practice.

Implement monitoring and review processes to ensure that the intent and rigour of the AC is enacted in all classrooms.

Build on teachers' data literacy to enable in-depth analysis of student achievement data to inform differentiated teaching practices.

Further build the capacity of staff members to closely monitor the progress of students and differentiate teaching and learning in the classroom.