

Dalby South State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Dalby South State School** from **7 to 9 June 2021**.

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 implement in consultation with its regional office and school community.

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

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 regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Tanya Abell	Peer reviewer
Graham Trevenen	External reviewer



1.2 School context

Location:	Corner of Owen and Bunya Streets, Dalby	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	590	
Indigenous enrolment percentage:	21.1 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	26 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	977	
Year principal appointed:	2005	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), guidance officer, Business Manager (BM), learning support teacher, school nurse, 35 teachers, 15 teacher aides, chaplain, three cleaners, grounds officer, three administration officers, 41 students and 28 parents.

Community and business groups:

- Two Indigenous community contacts, Indigenous Elder, three executive members of the Parents and Citizens' Association (P&C), school tuckshop convenor, manager Gateway to Industry Schools program, representative Dalby Returned and Services League of Australia (RSL), Kids Club Outside School Hours Care (OSHC) director, representative of Delicious and DeLIGHTful Festival, president of Dalby and District Show Society, chairperson of chaplaincy committee and representative Cancer Council.

Partner schools and other educational providers:

- Educational consultant, principal Dalby State High School, Head of Department (HOD) – Industrial Technology and Design (ITD) Dalby State High School and ITD teacher Dalby State High School.

Government and departmental representatives:

- Mayor of Western Downs Council, State Member for Warrego and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
School Opinion Survey	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
School Staff Meeting Agendas	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	School newsletters, website and Facebook
School data plan	Student Code of Conduct
School based curriculum, assessment and reporting framework	Headline Indicators (October 2020 release)



2. Executive summary

2.1 Key findings

A culture of inquiry, innovation and creative exploration is actively promoted by leaders and staff members.

The culture is indicative of high expectations held for student achievement and engagement exemplified in the school Science, Technology, Engineering, Arts and Mathematics (STEAM) and Science, Technology, Engineering and Mathematics (STEM) enrichment programs. Students are able to access quality state and national learning events, programs and competitions through participation in trials and partnerships. Active partnerships to enhance the learning and wellbeing of students include participation in the Gateway to Industry Schools program, Apple School Manager trial, Curiosity Brisbane, Wonder of Science, Creative Generation, Quality Teaching Rounds (QTR) trial and a trial of the National Quality Standard (NQS) for early childhood and care services in Australia.

The school has had a sustained focused on improving the teaching of reading and writing.

Successive Annual Implementation Plans (AIP) have incorporated strategies and actions to build staff capability in these key agendas. Through the support of an external consultant the school has built a raft of expected practices aligned to the teaching of reading and writing. These practices are visible in classrooms and apparent in conversations with teachers and students and outlined in school reading and writing programs. The collection and analysis of school diagnostic reading data and student performance in the writing area of National Assessment Program – Literacy and Numeracy (NAPLAN) are utilised to track overall school improvement in reading and writing. This data and student Levels of Achievement (LOA) indicate ongoing improvements in reading and writing over the past strategic planning cycle.

The school engages the services of an external consultant to support teachers' development in utilising High Impact Teaching (HIT) strategies in reading and writing.

Explicit Teaching and the Gradual Release of Responsibility (GRR) are the consistent pedagogical approaches articulated by most teachers and visible through artefacts displayed in classrooms. Most teachers and students utilise the language of learning intentions, success criteria and 'I do, We do, You do' to describe the teaching and learning cycle. Some teachers identify the use of Age-appropriate pedagogies (AAP), the design thinking process and the inquiry model as additional pedagogical approaches utilised within their day-to-day teaching. The current pedagogical framework is yet to fully reflect the range of pedagogical approaches the school would like to see implemented across all classrooms.



The school leadership team has developed a range of strategies to build the capability of teaching staff.

Teaching staff are involved in year level cluster meetings/Professional Learning Communities (PLC). Teachers describe opportunities for Watching Others Work (WOW) and receiving feedback on their practice. Some staff are trialling pilot programs including Quality Teaching Rounds (QRT) with the University of Newcastle and the NQS through the Australian Children's Education and Care Quality Authority (ACECQA). As part of the QTR a small number of teaching staff are engaged in peer observation and debriefing sessions following the observations to enhance teacher skills. Learning walks by members of the leadership team provide further feedback to teachers through a learning walk template in relation to reading. Many staff indicate they would appreciate further feedback regarding how they can improve their practices. The school is yet to have a collegial engagement framework ratified by the Local Consultative Committee (LCC).

The school works deliberately to provide a learning environment that is safe and conducive to learning.

The leadership team promotes the belief and values of the broader community by working with parents, staff and outside organisations through high expectations, both academically and behaviourally, for the full range of learners. The school has developed a Student Code of Conduct that is supported by the Positive Behaviour for Learning (PBL) process. The school utilises a case management process to refer students to the Special Needs Action Committee (SNAC) to assist in providing intervention strategies whereby complex learning and behaviour needs are identified. Some staff express a need for further clarity and shared understanding of the responses undertaken through the Student Code of Conduct and PBL processes to address inappropriate student behaviour.

The school values a case management approach to support the identification of student learning and wellbeing needs and provides support provisions to meet these needs.

The school identifies two levels of case management, at the class/cluster level in which teachers identify opportunities to improve and enrich student learning and at a whole-school level whereby the SNAC provides an additional level of investigation to inform intervention and support for students with complex learning, social, emotional and mental health needs. Members of the leadership team acknowledge the cluster case management process is a continuing area for refinement and an important area for teachers to continue to build their data literacy skills to support a differentiated learning approach for students within their classrooms.



The school allocates significant human resources to support the implementation of current improvement priorities and valued school programs.

The school has a 'Positional Roles at Dalby South State School' statement outlining key responsibilities aligned to job descriptions from the Department of Education (DoE). These descriptions are yet to include roles, responsibilities and accountabilities aligned to school priority areas and operational imperatives. Systematic strategies to measure the impact of human resource and financial allocations on implementing current school priorities and their alignment to emerging agendas for improving student learning and wellbeing outcomes are yet to be developed.

The school has a coherent, sequenced plan for curriculum delivery that enables consistent teaching and learning expectations.

The curriculum plan supports the teaching team to deliver a quality curriculum to all students that reflects the context of the school community. The school Curriculum Assessment and Reporting Plan (CARP) provides teachers with three levels of planning to reference including at the whole-school, year level and unit plan level. The school has a strong focus on ensuring students are proficient in basic literacy and numeracy skills, whilst making the curriculum locally relevant, engaging and accessible to all students. The school's active participation in local community events provides opportunity for students to learn with, and from, locals and apply their classroom learning outside of the school. Attention to the general capabilities is apparent in the intended curriculum, with units of working incorporating critical and creative thinking through the integration of STEM, digital technologies and a Thinking Skills program.

The school is held in high regard by the community, engendered by its long association and commitment to local events and community organisations.

Community members articulate respect for the school and staff members, and in particular the principal and members of the leadership team, for their commitment and time spent in organising and supporting events. The school actively seeks partnerships that respond to student needs and benefit student learning and wellbeing. The school builds partnerships with parents and families, providing a welcoming and safe environment. Timely and effective communication through the school newsletter, Facebook page and SkoolBag App is valued by parents. The school provides frequent opportunities for parents to join in celebrations of their child's learning and connect with teachers.



2.2 Key improvement strategies

Review and define school pedagogical approaches to incorporate current school practice and expectations, providing Professional Development (PD) to support teachers to implement the agreed approaches within classrooms.

Collaboratively develop a collegial engagement framework to facilitate classroom observations and feedback, mentoring, coaching, and WOW aligned to the Explicit Improvement Agenda (EIA).

Further develop, a school-wide shared understanding of the responses undertaken through the Student Code of Conduct and PBL processes to address student behaviour.

Refine the cluster case management process to continue to build teacher data literacy skills to support a differentiated learning approach for students within their classrooms.

Establish systematic processes to monitor the allocation of human and financial resources in implementing school priorities to determine the impact on student learning and wellbeing outcomes.