

Dalby State School

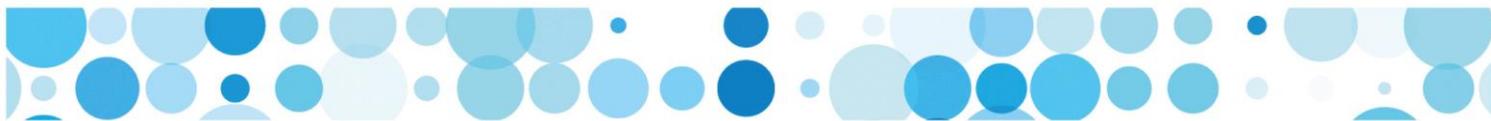
Executive Summary





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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 State School** from **30 April to 2 May 2019**.

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.

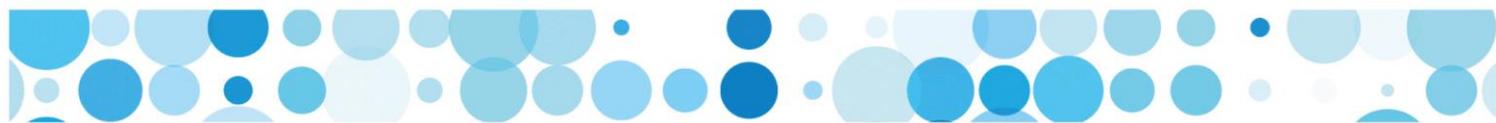
The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

Anthony Ryan	Internal reviewer, SIU (review chair)
Tracey Chappell	Internal reviewer
Judi Hanke	External reviewer



1.2 School context

Location:	Cunningham Street, Dalby
Education region:	Darling Downs South West Region
Year opened:	1861
Year levels:	Prep to Year 6
Enrolment:	654
Indigenous enrolment percentage:	22 per cent
Students with disability enrolment percentage:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	927
Year principal appointed:	2011
Day 8 staffing teacher full-time equivalent (FTE):	34.7
Significant partner schools:	Dalby State High School, Jandowae Prep to 10 State School, Bell P-10 State School, Jimbour State School, Kaimkillenbun State School
Significant community partnerships:	Dalby Welcoming Community Committee, Dalby Chamber of Commerce and Industry, Dalby Beck Street Kindergarten, Stuart Street Kindergarten, Snow White Kindergarten, Dalby Daycare Centre, The Learning Tree Dalby, Goodstart Early learning Dalby, Dalby Christian College Early Learning Centre, Wandir Gunde – Playgroup (Goondir Health Services), BUSHkids, Act For Kids, Dalby Police-Citizens Youth Club (PCYC), Dalby Police, Dalby Library – First 5 Forever, Rural and Remote Outreach, Brisbane audiologist, Dalby Chaplaincy Committee, Dalby Community Band, Dalby Leagues Club
Significant school programs:	Music program of excellence, rugby league program of excellence, Science, Technology, Engineering and Mathematics (STEM) and robotic program, active learning



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Special Education Services (HOSES), learning and teaching coach, two special education teachers, two Support Teachers Literacy and Numeracy (STLaN), 32 teachers, 15 teacher aides, three administrative officers, 71 students and 36 parents.

Community and business groups:

- Dalby Welcoming Committee, Act for Kids, Dalby Chamber of Commerce and Industry, Goondir Health Services, PCYC and Dalby Library.

Partner schools and other educational providers:

- Principal Jandowae Prep – 10 State School, STEM teacher Dalby State High School and Stuart Street Kindergarten.

Government and departmental representatives:

- Mayor of Western Downs Regional Council, Councillor for Western Downs Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
School data plan	Professional development plans
School Opinion Survey	School newsletters and website
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

A school-wide commitment to successful learning is apparent and reflected through the tone and appearance of the school.

The recently completed rebuild of the administration and classroom block following a fire in 2017, is regarded widely as a signal for a new beginning for the school that was originally built in 1861. The school works to create an attractive and stimulating physical environment that supports and encourages learning. The school's well-maintained grounds and buildings are clean and tidy with extensive undercover areas enabling outdoor activities to be conducted in all weather.

Teaching practices across the school reflect the belief that all students are capable of learning successfully.

Teacher and teacher aides recognise that students may progress at different rates and they work hard to provide the appropriate support and resources to match their stage of learning. Parents are consulted and are regarded as an integral stakeholder in the development of student wellbeing, learning and engagement.

Positive and caring relationships are viewed as the key to successful learning.

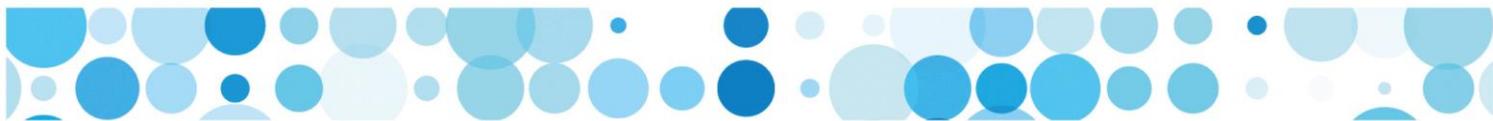
Trust, respect, integrity and teamwork are identified as the key underlying organisational values. Some staff express the belief that a common understanding of the values of trust and respect within the school is yet to be consistent. Building a culture of fairness for allocated roles and responsibilities is a priority for the leadership team.

Planning is undertaken by the principal with members of the leadership team to develop processes to consider the school's performance and plan responses for collective implementation.

An extensive documented approach to the implementation and success of the Explicit Improvement Agenda (EIA) with identified targets, agreed strategies for implementation, success checks and timelines is identified in the strategic planning within the school. School staff identify that narrowing the EIA will provide for alignment of resources, focused conversations, feedback, class observation, coaching and mentoring for all staff.

A range of strategies has been recently implemented at the school to improve levels of student achievement and wellbeing.

Strategies include curriculum planning time for teachers, the introduction of a range of pedagogical approaches and a case management approach to identifying the specific learning needs of students. Staff members are able to articulate most of the non-negotiable practices in the school. Clarity of what this looks like for their teaching, and consistency of implementation are yet to impact on their teaching.



The school leadership team articulates a belief that reliable and timely data is crucial to the school's improvement agenda.

Teachers report positively that data discussions are building their capability to analyse student achievement data, identify trends in year level cohort, whole-school data, and to identify areas for improvement in teaching and student learning. The use of data to provide a sharp and narrow focus on the improvement agenda is developing within the school.

School leaders take personal and collective responsibility for improving student learning and wellbeing.

The school leaders recognise the importance of building networked relationships to enhance their leadership capabilities. The principal acknowledges that developing leadership density across the school will support the effective implementation of key school priorities.

School leaders view the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

The leadership team expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improved student learning. Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices.

The school actively seeks ways to enhance student learning and wellbeing.

The school strategically partners with parents and families, other education and training institutions, local businesses and community organisations. Careful consideration has been given to the benefits of the partnership to each participating partner. The establishment of sustainable and beneficial relationships is regarded as a key to improving learning and wellbeing outcomes for students of the school.



2.2 Key improvement strategies

Develop consistency of practice of school values and expectations that is promoted by all staff and students with clear standards of what constitutes appropriate behaviour with known rules and consequences.

Use school performance data to collaboratively develop a narrow EIA that identifies a key improvement area with identified targets, agreed strategies for implementation, success checks and timelines.

Collaborate with teachers to define the agreed non-negotiable practices relating to the EIA, what this looks like in their classrooms and regularly monitor the implementation to promote alignment and consistency of practice.

Provide Professional Development (PD) for school staff to ensure their data literacy skills enable deeper understanding of data and the implications for student learning and to ensure a narrow focus for improvement.

Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders through collegial networking, mentoring and personal coaching.