

Dayboro State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Dayboro State School** from **19 to 21 July 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 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Susan Beatty	Peer reviewer
Rob Gilbert	External reviewer



1.2 School context

Location:	McKenzie Street, Dayboro
Education region:	North Coast Region
Year opened:	1874
Year levels:	Prep to Year 6
Enrolment:	377
Indigenous enrolment percentage:	2.4 per cent
Students with disability enrolment percentage:	4.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1046
Year principal appointed:	2013
Full-time equivalent staff:	27.4
Significant partner schools:	Mount Samson State School, Petrie State School, Lawnton State School, Pine Rivers State High School, Bray Park State High School.
Significant community partnerships:	Dayboro State School Parents & Citizen's Association (P&C), Adopt-a-Cop, Local Chaplaincy Committee, Pine Rivers State High School, Bray Park State High School, Principal's Best Practice Network, Pine Rivers Deputy Principal Network, Head of Curriculum Network, Numeracy Coach Network, Early Years Transition Team – Dayboro Prep, Dayboro Kindy, LEAD childcare and Barefoot Day Care, Dayboro Progress Society, Dayboro Queensland Country Women's Association (QCWA), Dayboro Conversation Group, Local Councillor for Moreton Bay Regional Council, State Member for Pine Rivers, Federal Member for Dickson.
Significant school programs:	Science, Technology, Engineering, Arts, Mathematics (STEAM) Maker Space and STEAM Team, Instrumental Music, Concert Band, Beginners, Intermediate and Advanced Band Camps, Junior and Senior choirs, STEAM programs at Pine Rivers State High School and Bray Park State High School, Fundamentals Enrichment Day at Pine Rivers State High School, Year 6 Regional Readers Cup, Leadership development program with primary state school cluster schools, Years 5 and 6 Camps, Athletics – local, district and beyond, excursions, academic competitions, Student Council, Library monitor program, Year 6 student leader groups – mentoring, sports, community, Prep Pals.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, numeracy coach, Business Services Manager (BSM), Team Leader-resource and innovation, tuckshop convenor, master teacher/Team Leader-Curriculum and Intervention, four cleaners, nine teacher aides, 15 teachers, 16 parents, administration officer, guidance officer, three members of Parents and Citizens' Association (P&C) executive, schools officer, 30 students, chaplain and language teacher.

Community and business groups:

- Dayboro Church representative, Dayboro Progress Association representative, War Memorial Society representative, Helping Hands Outside School Hours Care (OSHC), and Dayboro Show Society representative.

Partner schools and other educational providers:

- Principal Pine Rivers State High School, Principal Bray Park State High School, Dayboro Community Kindy and LEAD Childcare.

Government and departmental representatives:

- Dayboro Sergeant of Police, Head of Department (HOD)-Regional Support, State Member for Pine Rivers and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Dayboro Triennial School Review 2011- 2013
Investing for Success 2017	Strategic Plan 2014-2017
Explicit Improvement Agenda 2017	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning 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



2. Executive summary

2.1 Key findings

The school leadership team and staff members are committed to improving outcomes for all students.

There is a range of whole-school plans and practices to support teachers in implementing the school's improvement agenda. A commitment to improving the quality of teaching and learning across the school exists. Staff members are enthusiastic, energetic and share a belief that improvement is possible and that every child can succeed.

The school works to create an environment that supports and encourages learning.

School pride is apparent throughout the school community. The school uniform is worn by all students and teachers share a strong commitment to the improvement of teaching and learning. Classrooms are attractively presented with vibrant displays and artefacts to support the teaching and learning process. The school's grounds and extensive gardens are attractive and well kept. Ancillary staff members take great care and pride in their work to maintain the school environment.

Students feel safe and believe that teachers care about their wellbeing

The tone of the school reflects a school-wide commitment to providing a safe and supportive environment. There are limited behavioural or engagement challenges with staff members required to expend little time on behaviour management. Classrooms are calm and interruptions to teaching are minimal. Students are engaged and express the belief that they are challenged.

Teachers are provided with flexibility in adapting and adopting curriculum units to meet the needs of the students.

This has resulted in a range of approaches to curriculum delivery within the school. Use of the assessment tasks and Guides to Making Judgements (GTMJ) is consistent across the school. Vertical alignment of curriculum occurs in some subject areas requiring allocation over junctures.

School leaders place a high priority on the ongoing Professional Development (PD) of all staff members.

The leadership team conducts informal walkthroughs in classrooms. Plans have been developed to include observation, feedback and coaching processes as part of the numeracy coach role. A systematic process of formal observation and feedback regarding teacher practice in all teaching areas is not yet apparent across the school.



A student-focused pedagogical framework is established setting high expectations for every student's progress.

The framework is broad and references a number of pedagogical models including the Art and Science of Teaching¹ (ASoT), Pearson's² Gradual Release of Responsibility (GRR), Explicit Teaching, and Response to Intervention and Instruction. The effective use of these agreed pedagogical practices varies across the school.

The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

Differentiation is facilitated through the school's use of the Response to Intervention and Instruction model of teaching, with an explicit tiered system of increasing levels of support. Guidance on differentiated teaching is provided to teachers in a *Differentiation Planner*, part of the school's *Curriculum, Assessment and Reporting Plan*. The use of a broad repertoire of strategies for differentiation including those referenced in the *Differentiation Planner* is not yet consistent across the school.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education institutions, local businesses and community organisations.

The school has a long history of close involvement with the local community, and relationships between the school and community remain very strong. Community leaders play an important role in the school and are strong supporters of it. The school actively participates in a range of community activities including ANZAC Day, Remembrance Day, Dayboro Day, the local agricultural show and musical presentations to local senior citizens.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.

² Pearson, P. D., & Gallagher, G. (1983). The gradual release of responsibility model of instruction. *Contemporary Educational Psychology*, 8(3), 112-123.



2.2 Key improvement strategies

Develop and implement a consistent model for curriculum planning to strengthen alignment with the Australian Curriculum (AC).

Develop and implement an evidence-based whole-school pedagogical framework including clarity regarding the 'Dayboro approach' to teaching in all areas of the curriculum.

Develop and implement a coaching and feedback model that engages all teachers and the leadership team in developing capacity to improve student learning outcomes.

Ensure that teachers are able to use a wide and flexible repertoire of differentiation strategies and that these are implemented in all classrooms.