

# Dayboro State School

## School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by Reviews and School Improvement through community consultation.







### Acknowledgement of Country

We at Dayboro State School would like to say thank you to the Kabi Kabi First Nations people, who are the Traditional Owners of the land where we meet and learn. We thank them for the care of the creeks, mountains and animals that make Dayboro special. We pay our respects to elders past and present and we respect all Aboriginal and Torres Strait Islander people. We remember that under our classrooms, playgrounds and concrete path, this land is, was and always will be Kabi Kabi land.

### About the school

Education region	Metro North Region
Year levels	Prep to Year 6
Enrolment	323
Aboriginal students and Torres Strait Islander students	3.7%
Students with disability	16%
Index of Community Socio-Educational Advantage (ICSEA) value	1046

### About the review

 3 reviewers from 12 to 13 August 2025	 56 group and individual interviews	 41 school staff
 68 students	 27 parents and carers	 7 community members

### Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and Reviews and School Improvement validation.

**Domain 3: Promoting a culture of learning**  
Collaboratively review and enact Positive Behaviour for Learning processes, to provide consistency in student behaviour support and maintain an orderly environment that encourages learning.

**Domain 7: Differentiating teaching and learning**  
Collaboratively refine approaches to monitoring and tracking universal, focused and intensive interventions that inform multi-tiered systems of support to ensure all students are appropriately engaged, challenged and extended.

**Domain 3: Promoting a culture of learning**  
Sharpen the shared understanding of student behaviour expectations to enhance a united approach to supporting student engagement in learning.

**Domain 6: Leading systematic curriculum implementation**  
Further refine intentional collaboration opportunities including Pre-moderation, Collaborative Assessment of Student Work (CASW) and moderation to consolidate all staff knowledge, understanding and implementation of the Australian Curriculum (AC).

Broaden staff knowledge of the whole-school approach for the teaching of reading to enhance the explicit teaching of reading through the AC and inform intervention programs.

### Key affirmations



**Staff and leaders celebrate a culture of trust and collaboration, where shared expertise and strategic partnerships enhance professional learning and drive continuous student improvement.**

Teachers and teacher aides value the work of colleagues and speak favourably of the partnerships they have built on trust and sharing. They promote a strong collegial culture, describing multiple formal and informal opportunities for collaboration focused on continuous student improvement. Leaders and teachers express ongoing sharing of knowledge and expertise among staff is embedded in school processes. Leaders emphasise sharing of practice is a strategic part of professional learning where staff strengths are applied and benefited from. Staff remark that collaboration drives refinement in curriculum and pedagogical knowledge.



**Staff express a commitment to enhancing student outcomes, using strategic, evidence-based approaches that have a lasting impact on academic and personal growth.**

Staff and community members affirm the collective vision 'to inspire students to reach their full potential in a safe, caring and educationally challenging environment'. Staff mention the individual needs of the student cohort as opportunities to reflect on their practice and to inform their teaching. They discuss how they prioritise using evidence from standards-based assessment and aligning data collection with improvement priorities to monitor progress and inform teaching practices. Leaders and teachers reference working collaboratively to identify and implement interventions that address individual student needs. Parents value the opportunities to discuss their child's needs with staff. They convey this helps them understand the supports their child is receiving. Students appreciate the learning environment that staff create inside and outside the classroom. They highlight their involvement in school events and lunch clubs, and appreciate the therapy dogs and artefacts in classrooms that support them to learn.



**Leaders promote an ongoing commitment to systematic curriculum implementation, ensuring staff are supported to make a meaningful impact on student learning outcomes.**

Staff highlight using the CASW processes and the 5 Questions<sup>1</sup> framework to guide planning conversations and inform teaching practices. Leaders explain they maintain a line of sight between the planned and enacted curriculum, and monitor the impact on student learning by regularly engaging in pre-moderation processes, learning walks and talks, third teacher observations, and walkthroughs. Teachers promote the locally developed scope and sequence for reading and proficiency scales aligned to marking guides that provide clarity about the high expectations for student learning. Leaders and teachers celebrate the role of teacher aides in addressing individual and group learning needs during Reading Squad, phonics-based reading interventions, and Physical Therapy Club.



**Leaders and staff actively seek and foster partnerships that build school-community connections to support and enrich students' learning, wellbeing and engagement.**

Staff, parents and community members describe a range of productive partnerships across the wider community that enhance student learning and wellbeing. They convey a strong investment in these reciprocal relationships and describe the school as a focal hub within the community. Staff and Parents and Citizens' Association members highlight fundraising with the chaplain and local police to provide wellbeing supports and services for students and families. Students discuss how proudly participating in multiple community events each year contributes to their sense of belonging and connection to community. School community members highlight the 150th celebrations as a demonstration of the school's pride and multi-generational connections within the community.

<sup>1</sup> Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin.