

Dayboro 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 | 8 |



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Dayboro State School** from **19 to 21 October 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

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|---------------|---------------------------------------|
| Darren Marsh | Internal reviewer, EIB (review chair) |
| Leanne Duncan | Peer reviewer |
| Ken Swan | External reviewer |



1.2 School context

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|--|--|--------------|
| Location: | McKenzie St, Dayboro | |
| Education region: | North Coast Region | |
| Year levels: | Prep to Year 6 | |
| Enrolment: | 361 | |
| Indigenous enrolment percentage: | 3 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 4 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 9.1 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1047 | |
| Year principal appointed: | 2021 – acting | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting principal, deputy principal, Head of Department – Curriculum (HOD-C), 14 teachers, Health and Physical Education (HPE) teacher, music teacher, French teacher, library and technology teacher, two Inclusive Learning Teachers (ILT), Support Teacher Literacy and Numeracy (STLaN), Positive Behaviour for Learning (PBL) committee, Information and Communication Technology (ICT) committee, curriculum committee, guidance officer, eight teacher aides, Business Manager (BM), two administration officers, facilities officer, two cleaners, Parents and Citizens' Association (P&C) treasurer and secretary, uniform shop convenor, tuckshop convenor, 85 students and 45 parents.

Community and business groups:

- Helping Hands Outside School Hours Care (OSHC) manager, Queensland Police Service (QPS) Adopt-a-Cop, Dayboro Show Society representative and local chaplaincy committee.

Partner schools and other educational providers:

- Pine Rivers State High School principal, Bray Park State High School principal, Mt Samson State School principal, Bray Park State High School junior secondary HOD, Pine Rivers State High School science HOD, Dayboro Community Kindy, Barefoot Early Childhood Centre and Lead Childcare Centre representatives.

Government and departmental representatives:

- State Member for Pine Rivers and ARD.

1.4 Supporting documentary evidence

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| Annual Implementation Plan 2021 | Curriculum planning documents |
| Investing for Success 2021 | School budget overview |
| OneSchool | Strategic Plan 2018-2021 |
| School Opinion Survey | Learning and Wellbeing Framework |
| Professional learning plan 2021 | Student Code of Conduct |
| School improvement targets | School differentiation & Inclusion documents |
| School pedagogical framework | School newsletters and website |
| Headline Indicators (April 2021 release) | School Data Profile (Semester 1, 2021) |
| Whole School Approach to Supporting Student Learning | School Data Collection and Assessment Schedule P-6 |
| School based curriculum, assessment and reporting framework | Collegial Engagement Proposal and associated documents |



2. Executive summary

2.1 Key findings

The school prides itself on the vision ‘to inspire students to reach their full potential in a safe, caring and educationally challenging environment’.

The school will celebrate its 150th anniversary in 2024. School leaders articulate that the school community comprises a mixture of rural and small town living, priding itself on a wider community that is committed to supporting the success of the school. School leaders and staff acknowledge and celebrate the importance of the school’s reputation within the broader community. Parents and community members indicate that the school has a long-standing reputation as a highly valued part of the community, with many parents and grandparents indicating they are previous students at the school.

Mutually respectful relationships across the entire school community are a key component of the school and wider community’s fabric.

Staff members articulate the importance of positive and caring relationships to successful learning. Parents and families are integral members of the school and are considered partners in student learning. Interactions between staff, students, parents and community members are caring, polite and respectful. Students express an appreciation for school staff who provide a caring, safe and supportive schooling experience for them. An obvious sense of belonging to the school from students and staff is apparent. Parents and the wider school community speak highly of the school.

School leaders and staff are united and committed to, and explicit regarding improving learning outcomes for all students across the school.

The Annual Implementation Plan (AIP) documents three improvement priorities of ‘successful learners, expert teaching team, and expand partnerships with our community’. Staff articulate the improvement agenda as lifting student achievement and engagement through targeted teaching and feedback. Staff members articulate the importance of ‘staying the course’ and enacting the right work. School leaders articulate the need to continue to sharpen the school priority agenda to enable further precision in practices, and the clear identification and communication of next steps for improvement.

School leaders are committed to supporting teachers in delivering high quality curriculum implementation processes for the full range of students.

The school has developed a whole-school curriculum plan that provides teachers with a framework for what and when teachers should teach from Prep to Year 6 in all Australian Curriculum (AC) learning areas. Teaching staff express appreciation for the clarity of the planning structure and are familiar with the school’s curriculum expectations. The embeddedness of the planned curriculum across the school is still emerging as are Quality Assurance (QA) processes to ensure effective implementation of the AC, optimising student learning outcomes.



School leaders recognise that teachers are knowledgeable and skilled in a range of proven pedagogical practices, and are instrumental in improving student learning throughout the school.

The school pedagogical framework incorporates the school's vision and values. The framework emphasises a student-centred approach that incorporates high expectations; targeted and scaffolded instruction; alignment of curriculum, pedagogy and assessment; evidence-based decision making; and a safe, supported, connected and inclusive learning environment. Teachers are using a repertoire of pedagogical practices to support the implementation of the curriculum, engage students in their learning and enhance learning outcomes. Some teachers articulate some inconsistencies regarding their understanding of whole-school pedagogical expectations across the school.

School leaders and staff acknowledge the importance of allowing time for the consolidation and embedding of new practices and expectations.

School leaders prioritise time for staff to build their professional knowledge of curriculum and pedagogical approaches to further build their capability in delivering high quality teaching and learning that meets the needs of the full range of students. Staff recognise their role as leaders of learning. They express value in collaborating with each other to further develop their teaching practice during Professional Learning Team (PLT) time.

A number of systems are established to support students requiring learning intervention to improve learning outcomes.

The Student Wellbeing and Engagement for Life and Learning (SWELL) team oversees the referral process that monitors and reviews identified students on a weekly basis. School leaders have engaged staff with the Department of Education (DoE) inclusion policy, unpacking the signposts for inclusion. A consistent whole-school approach to inclusion and differentiation is developing. Some students indicate that they would like to be further challenged in their learning in the classroom. Teachers discuss a broad range of strategies they use to support the diverse learning needs of students.

The school has an extensive range of partnerships with various organisations throughout the community to improve opportunities and outcomes for students.

Partners engage with the school through a range of school events and celebrations that are held regularly. Students are proudly involved in local community events and experiences. The school has an active Parents and Citizens' Association (P&C) who provide valuable resources through fundraising activities. They work with school leaders and staff to identify and contribute to collaboratively agreed projects.



2.2 Key improvement strategies

Further sharpen the focus of school improvement priorities to enable precision in expected practices and clear identification and communication of next steps for improvement.

Strengthen teacher knowledge and skills in the learning areas of the AC, and collaboratively develop shared practices for quality assuring implementation.

Collaboratively develop, implement and embed a shared whole-school understanding of the language of pedagogy, effective pedagogical practices and high impact teaching strategies to support student engagement and learning in the AC.

Further build on opportunities for teachers to collaborate and develop precision in teaching and learning strategies aligned to the Explicit Improvement Agenda (EIA).

Review and implement the school differentiation and intervention approaches to meet the needs of the full range of students.