

# Dundula 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 **Dundula State School** from **20 to 22 November, 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

Gregory Brand

Internal reviewer, SIU (review chair)

Anne Robinson

Peer reviewer



## 1.2 School context

<b>Location:</b>	Main Street, Bakers Creek
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1922
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	57
<b>Indigenous enrolment percentage:</b>	26.3 per cent
<b>Students with disability enrolment percentage:</b>	15.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	857
<b>Year principal appointed:</b>	Term 2, 2013 (acting)
<b>Full-time equivalent staff:</b>	5.3
<b>Significant partner schools:</b>	Chelona State School, Homebush State School, Oakenden State School
<b>Significant community partnerships:</b>	Police, Central Queensland University, Mackay State High School, Sandy Creek Cluster Schools
<b>Significant school programs:</b>	Reading Club, Numeracy Club, Smart Moves, Reading Program, Internal Monitoring Program, Moderation Program 3-tiered, Assessment Program



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), six teachers, five teacher aides, Support Teacher Literacy and Numeracy (STLaN), administration officer, two Parents and Citizens' Association (P&C) executive members, chaplain, grounds officer, 13 parents and 25 students.

Community and business groups:

- Local community representative and Local Early Childhood representatives.

Partner schools and other educational providers:

- Mackay State High School.

Government and departmental representatives:

- ARD – School Performance.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2015 - 2018
Headline Indicators – Semester 2, 2017	School Data Profile – Semester 2, 2017
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
Responsible Behaviour Plan	Professional development plans
Data Wall	School Opinion Survey
School pedagogical framework and Cluster pedagogical framework	School newsletters, website and Facebook page
School based curriculum, assessment and reporting framework	School assessment and internal monitoring schedule





## 2. Executive summary

### 2.1 Key findings

**Being ‘The Best Little Country School in Town’ is the trademark the school promotes and enjoys in the local and wider educational community.**

The school’s reputation is one underpinned by a very strong belief that every child matters. Staff and parents relate anecdotes of their strong connection to the school and the positive experiences they have enjoyed by being part of the school community. Parents and staff express with genuine admiration the care and concern for all students’ educational needs and wellbeing the principal displays on a daily basis.

**The principal and staff are committed to ensuring inclusive practices and describe the improvements they would like to see realised across the school.**

The principal and staff members articulate a genuine belief all students can learn and be successful. They talk positively of the collegial support that exists across the school for one another and take great pride in the school. The principal and staff are dedicated to improving learning outcomes for all students, underpinned by the school’s core rules of ‘*Be safe, Be responsible, Be respectful and Be a leader*’.

**The principal expresses that over time, significant effort and energy have been put into building a positive, strong and inclusive learning culture across the school.**

A broad range of priorities for school improvement has been articulated in the school’s Annual Implementation Plan (AIP) for 2017. Staff members express a belief in the school’s direction and appreciate the efforts of the principal in supporting their work and building their capacity. The principal recognises the time dedicated to establishing solid pre-conditions for learning across the school will realise positive outcomes in supporting curriculum driving school improvement into the future.

**A whole-school curriculum plan is established and outlines expectations for curriculum, teaching, and assessment.**

Curriculum into the Classroom (C2C) units of work form the basis of the curriculum and teachers work back from the assessment tasks to establish what students need to know and do to achieve the required standard. The school has a plan for implementing the Australian Curriculum (AC) fully by 2020. The principal acknowledges the need to build the knowledge and understanding of the AC.

**The Head of Curriculum (HOC) works with class teachers to support curriculum implementation across the school.**

Expectations regarding a consistency of curriculum implementation across year levels are articulated by the HOC. Some staff members acknowledge that further support and assistance is required to build their skills in curriculum planning and development. The principal and HOC acknowledge the need to establish processes of developing curriculum units adapted from C2C, to ensure stronger alignment with the rigour and intent of the AC.



**Staff members are committed to the development of effective teaching and learning practices across the school.**

The principal recognises consistent teaching practices are central to driving the school's improvement agenda. All staff members positively build students' belief in their own capacity to learn and students talk about the high expectations for their learning and the effort required to achieve success. The principal has been working with principal colleagues in the local schools' cluster to develop a documented 'Cluster Pedagogical Framework' to be implemented in 2018.

**The school has a team of dedicated and committed teachers and teacher aides who share responsibility for student learning and success.**

Staff members speak highly of each other and a strong collegial culture is clearly apparent in the school. The principal conducts walkthroughs in classrooms and has professional conversations with staff members following these walkthroughs. The principal recognises the need to dedicate time and formalise processes of observations and feedback to support effective teaching and learning practices across the school.

**A focus on 'Every Day Counts' at the school is supported by an aspirational attendance rate target of 95 per cent.**

The school offers a range of incentives and acknowledgements for students achieving this target throughout the year on a term by term basis. The 2017 year to date average attendance for the school is 91.0 per cent. This is an increase on the 2016 average attendance rate of 89.5 per cent. Currently, 23.6 per cent of students are identified as attending for less than 85 per cent of the school year and this compares to the 2016 rate of 32.8 per cent. The principal acknowledges setting high expectations for attendance, that are clearly known by all members of the school community, is vital to the success of the EIA.

**Parents report that they feel welcome in the school and find all staff approachable, friendly and helpful.**

The school encourages parents and families to take an interest in the work of the school and to become partners in their child's learning. Throughout the review it is clearly apparent there is a strong sense of a connected community working together for the benefit of the students. Parents have a positive view of the school and report high levels of satisfaction regarding the quality of their child's education.

**The Parents and Citizens' Association (P&C) is very supportive of the school and parental input is valued when discussing the endeavours and direction of the school.**

Partnerships with parents are strengthened through a range of school events and celebrations. High numbers of parents attend the P&C meetings each month. Parents are invited into the school every day to participate in activities including Reading Club, Numeracy Games and Smart Moves activities. Parade is held every week and high numbers of parents attend to celebrate students' success.



## 2.2 Key improvement strategies

Refine the Explicit Improvement Agenda (EIA) ensuring a narrow and deep focus on embedding the AC.

Ensure regular and ongoing professional learning opportunities for all staff to develop a deep knowledge and understanding of the AC.

Embed processes that enable school leaders and class teachers to regularly work together to discuss, plan, implement and moderate core AC.

Implement the cluster's pedagogical framework and embed the agreed research-based pedagogies to ensure a consistent approach to teaching and learning.

Build all staff members' capacity by establishing agreed processes to regularly share quality teaching practice through coaching, mentoring, peer observation and feedback to support the EIA.

Maintain, sustain and communicate to the whole school community high expectations for student attendance and closely monitor students with an attendance rate of less than 85 per cent.