

Dundula 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 Education Improvement Branch (EIB) at **Dundula State School** from **25 to 26 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

Greg Brand

Internal reviewer, EIB (review chair)

Regan Gant

Peer reviewer



1.2 School context

Location:	Main Street, Bakers Creek	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	95	
Indigenous enrolment percentage:	24.4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	28.47 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	905	
Year principal appointed:	2012	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), guidance officer, chaplain, seven teachers, seven teacher aides, cleaner, 22 parents and 47 students.

Community and business groups:

- President of Parents and Citizens' Association (P&C), local Elder, representative of Childcare and Kindergarten (C&K) South Mackay Community Kindergarten, representative of Ooralea Kindergarten Education and Care Centre, representative of Yvette's Family Day Care Centre and representative of Jacko Mackay.

Partner schools and other educational providers:

- Principals of Mackay State High School and Mackay Central State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018 to 2021
School Opinion Survey 2021	School Data Profile (Semester 1, 2021)
OneSchool and SORD data	School budget overview
Professional learning schedule 2021	Curriculum planning documents
Data Walls and planning	Headline Indicators (October 2020 release)
School pedagogical framework	Professional development planning
Step Up 2 Prep program	Student Code of Conduct 2020-2023
School based curriculum, assessment and reporting plan	School newsletters, website and Facebook page
School assessment and internal monitoring schedule	School differentiation planning and Inclusivity Planner

2. Executive summary

2.1 Key findings

A teacher who cares, having a friend at school, and students working at their level reflects the philosophy of all staff.

The principal articulates a commitment to realising a sense of balance between students achieving success in their learning and improvements in their overall wellbeing. Parents acknowledge with genuine admiration the authentic care, approachability and dedication the principal and all staff display in knowing their child and families at the school. Staff, students and parents are universal in expressing a deep connection to the school and the positive experiences they have enjoyed by being part of the school community. The principal expresses a genuine commitment to ensuring all parents and families are part of their child's learning journey, and encourages all parents to become partners in education.

Staff are committed to providing a happy, safe and secure environment that nurtures the learning of all students.

The framework for Positive Behaviour for Learning (PBL) and Zones of Regulation are used to promote positive behaviours, develop students' social skills and support emotional self-regulation. A number of before school clubs operated by staff to support the needs of students are aligned to key school priorities. These include a breakfast club twice a week and a gardening club once a week led by the chaplain. With a strong focus on reading, teachers and teacher aides facilitate a reading club three mornings a week that is frequented by up to 80 students each occasion. Students are welcoming, friendly and proud to discuss these unique aspects of the school.

Staff express great pride in the school and appreciate the school's approaches to teaching and learning, collaborative ways of working, and the focus on student wellbeing.

Parents articulate the traits of a caring approach and a personalised educational experience as characteristics they greatly value. Since the last school review, the school has experienced growth from 57 to 95 students at the time of the review. The principal articulates future enrolment growth is expected. Staff and parents express a desire for a number of traditions to be preserved that reflect the overall culture of the school. The principal expresses the desire to maintain the school's ways of working and positive school culture, in addition to seeking new opportunities to further improve in the next strategic planning cycle.

School leaders and teachers are committed to implementing quality curriculum across all learning areas aligned to the Australian Curriculum (AC).

The school has a clearly articulated curriculum planning process led by the Head of Curriculum (HOC). Class teachers are supported weekly, throughout the term, in their curriculum planning. The school has clear processes to ensure the three levels of planning and four levels of moderation occur throughout the school year. Teachers express an appreciation of the planning, moderation opportunities and support from the HOC in



developing, refining and assessing their unit plans. The principal articulates opportunities for intentional collaboration of teams of teachers working with the HOC are yet to be fully realised.

School leaders keep informed of research regarding effective teaching practices, and identify pedagogical approaches and practices that underpin teaching and learning.

Teachers are encouraged to take responsibility for students' learning and to be adaptive with their practices to support the learning of all students. Teachers are committed to improving their teaching practices and understanding of the importance of a consistent approach to teaching and learning across the school. The principal acknowledges the need to review the school's current pedagogical framework to clearly define the school's agreed pedagogical approaches as part of the next strategic planning cycle. They emphasise the need to build teachers' capability and embed the agreed approaches for teaching and learning across the school, and ensure this is emphasised in curriculum planning processes and discussions.

A high level of commitment and enthusiasm is apparent from all staff to work together, share their practice and support the school's Explicit Improvement Agenda (EIA).

Class teachers identify the principal and HOC undertake learning walks at least once per term, and indicate these experiences are professionally satisfying and supportive in ensuring key expectations are being delivered. The principal has recently invited teachers to join them on learning walks. Staff express appreciation of these opportunities to learn and grow from Watching Others Work (WOW). The principal recognises observation and feedback supports effective teaching and learning practices across the school. A formal program of observation and feedback aligned to support the EIA is yet to be fully realised. The principal articulates the need to develop a collegial engagement agreement to document the agreed and emerging practices to define and support all staff members' ongoing professional growth.

School leaders and staff express a strong and shared belief that all students are capable of learning successfully.

Staff members take collective responsibility to understand students and their needs and levels of readiness for learning. Staff have worked collaboratively to unpack the Inclusive Education Policy and have developed a shared language that captures how inclusive practices are promoted and embraced. The principal acknowledges there will be an ongoing need to review the school's inclusive practices, including the building of staff capability to cater for the needs of current and future growth in diversity across the school. Parents new to the school share positive stories of their child's experiences since becoming a member of the school community, and how all staff work together to overcome any barriers for learning.

Teachers express a commitment to ongoing improvement of their teaching practice and to ensuring all students are making gains in their learning.

Learning walls are apparent in all classrooms reflecting key elements including curriculum intent charts, Guides to Making Judgements (GTMJ), student work samples and exemplars. Some class teachers utilise 'Bump it up' walls with annotated work samples to support



student learning. Teachers and students articulate how learning walls are co-constructed together, and students are able to discuss how they improve their learning. Many students describe the aspirational nature of learning walls and how it provides them with direction to improve their work, through the use of exemplars and the links to the GTMJ. Students identify and are particularly proud of their work displayed on the learning walls.

The school's highly successful 'Books in Homes' program complements the school's Step Up 2 Prep program.

Local businesses support the purchasing of books that are distributed to students in Prep to Year 3 and to children attending the Step Up 2 Prep program. A new book is provided to each child a number of times throughout the year and again as a gift at the end of the school year. Parents and community speak highly of these programs and articulate highly valuing the focus on reading. Community members indicate the Step Up 2 Prep program has a strong positive influence on future enrolments. Local Early Childhood Education and Care (ECEC) centres and early years providers speak positively of the relationship they are developing with the school.



2.2 Key improvement strategies

Ensure planning for the school's strategic direction reflects the valuing of traditions, explores new opportunities to further improve, and meets the aspirations of staff and community expectations.

Refine approaches to curriculum development, ensuring the provision of opportunities for teams of teachers to work together with school leaders to review and develop units of work.

Deepen staff knowledge of the school's agreed pedagogical approaches and practices, and their implementation through curriculum planning processes and discussions.

Prioritise the development of a collegial engagement agreement to document existing and emerging practices including observation and feedback, and WOW to strengthen teacher practice.

Regularly review the school's approach to inclusion, building staff capability to successfully cater for the needs of current and future growth in diversity of the student population.