



School Improvement Unit Report

Dajarra State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Dajarra State School from 18 to 19 May 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Matheson St, Dajarra
Education region:	North Queensland region
The school opened in:	1920
Year levels:	Prep to Year 6
Current school enrolment:	30
Indigenous enrolments:	90 per cent
Students with disability enrolments:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	659
Year principal appointed:	2013
Number of teachers:	3.68 (full-time equivalent)
Nearby schools:	Bouliia State School, Urandangi State School
Significant community partnerships:	North West Primary Health Care, Dajarra Clinic, Queensland Police Service (QPS), Police Citizens Youth Club (PCYC), Mount Isa, Cloncurry Shire Council, National Rugby League (NRL) North Queensland (NQ) Cowboys – attendance program
Significant school programs:	nil



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two teachers and part-time teacher
 - Four teacher aides and cleaner/administration officer
 - Special Education Program (SEP)/Support Teacher Literacy and Numeracy (STLaN) teacher
 - Parents and Citizens' Association (P&C) president
 - 15 students
 - Four parents and one grandparent
 - Gran Maisie - Indigenous Elder
 - Spinifex State College representative
 - Principal of Boulia State School
 - North West Primary Health Care representative
 - PCYC Mt Isa: Indigenous sport and recreation officer
 - Supervisor for Cloncurry Shire Council: Mr Sid Condren
 - Community Development Officer – Cloncurry Shire Council

1.4 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Tammy Swane	Internal reviewer, SIU



1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



2. Executive summary

2.1 Key findings

- The school community promotes an expectation that every student will learn and achieve.

The school motto '*where everyone is an achiever*' is demonstrated by students articulating that they come to school to learn. Teaching staff and parents articulate that students are engaged in learning.

- The school is positively regarded by the local community, parents and caregivers of the school.

The role the principal plays in this community is highly regarded and appreciated by all members of the school community. This is demonstrated by the range of positive and encouraging comments from parents and other community members.

- A pedagogical framework to guide teaching practice has been developed.

The pedagogical framework identifies a wide range of evidence-based teaching strategies. A consistent school-wide approach to pedagogical practices across all curriculum areas is yet to be established.

- Reliable and timely school data is viewed as important to improving student learning outcomes.

The school implements a plan for the systemic collection of a range of student outcome data. Teaching staff routinely collect PM Benchmarks and PROBE achievement data and enter the results into OneSchool. A documented whole-school assessment schedule is yet to be developed.

- The principal and the school community believe that the development of an expert teaching team is central to improving outcomes for students.

The school expects all teaching staff to be committed to the continuous improvement of teaching practice. The principal reports a need to develop a staff handbook that outlines the curriculum and teaching and learning expectations for staff members to enhance the sustainability and continuity in the event of a staff turnover.

- The school has a documented whole-school curriculum plan.

A documented framework describing a consistent approach to the teaching of reading is developed. Staff members' understanding of this framework is as yet unclear. Other subject-based frameworks are yet to be established.



- Teaching practices reflect the belief that students are at different stages of learning and progress at different rates.

The school demonstrates an understanding of current student achievement and utilises a range of intervention strategies, such as individual, small group and whole-class groupings to help differentiate and meet the needs of the students. A whole-school process of documenting teaching adjustments is yet to be fully established.

- The principal and staff members are committed to improving learning outcomes for all students.

The role of teacher aides is considered integral to the improvement of student achievement. Staff members pursue opportunities to enhance the education of all students. The staff of the school articulate details of student improvement.



2.2 Key improvement strategies

- Review the school's pedagogical framework to embed effective teaching practices throughout the school.
- Develop a whole-school assessment schedule including aspirational targets.
- Develop a staff handbook that outlines the curriculum and teaching and learning expectations to ensure the sustainability and continuity in the event of a staff turnover.
- Build teaching staff understanding of the reading framework to provide consistent implementation and practice.
- Develop a whole-school policy and guidelines for planning and documenting differentiation.