

# Dajarra 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 **Dajarra State School** from **27 to 28 July 2020**.

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 Lead Principal to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Anthony Palmer	Internal reviewer, EIB (review chair)
Lesley Vogan	Internal reviewer



## 1.2 School context

<b>Location:</b>	Matheson Street, Dajarra	
<b>Education region:</b>	North Queensland Region	
<b>Year levels:</b>	Prep to Year 6 and State Kindy	
<b>Enrolment:</b>	20	
<b>Indigenous enrolment percentage:</b>	93 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	17 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	17 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	647	
<b>Year principal appointed:</b>	2020 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, two teacher aides, kindergarten teacher aide, administration officer, cleaner, Head of Special Education Services (HOSES), two school chaplains, four parents and 12 students.

Community and business groups:

- Queensland Health Clinic nurse practitioner and Queensland Police Service (QPS) senior sergeant.

Partner schools and other educational providers:

- Urandangi State School principal, Centre for Learning and Wellbeing (CLAW) Head of wellbeing and Hub finance officer.

Government and departmental representatives:

- Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2020)
Headline Indicators (May 2020 release)	School budget overview
OneSchool	Curriculum planning documents
School pedagogical framework	School assessment, reporting and data plan
Student learning goals and scripts	Professional development plans
School Opinion Survey	Data wall
Kindy children learning goals	School newsletters and website
Responsible Behaviour Plan for Students	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

#### **The principal has developed a strong vision for school cultural change.**

The concept of teachers as learners who have the confidence to undertake new skills and build capability that mirror the challenges that all students face is fore-fronted in school-wide decision making. Staff members speak enthusiastically of a shared commitment to providing quality learning for all students. The principal articulates the desire to build a community where adults are the driving force behind cultural change and model being learners themselves. The principal leads staff members in demonstrating commitment to continuing to learn and develop capabilities to ensure everyone has the maximum impact on improving outcomes for students.

#### **The school is active in seeking ways to enhance student learning and wellbeing through strong partnerships with parents, families and other organisations.**

The principal has established high levels of trust with staff members and is building a school culture where priority is given to constructing and maintaining positive and caring relationships between staff, students and parents. Community members articulate the principal is repositioning the school as an integral part of the community that is culturally sensitive. Parents feel welcomed and all students have an obvious sense of belonging. Parents comment positively in relation to the supportive environment and positive approach of the principal and staff members. Students articulate their appreciation for the care provided by staff members and the focus on supporting their learning and wellbeing.

#### **The principal identifies highly effective teaching practices as a key component for improving student learning outcomes.**

The school pedagogical framework is underpinned by the Dimensions of Teaching and Learning (DoTL) and is depicted in concentric circles with student wellbeing, culture, background, barriers for learning and learning journey central to the framework. The principal articulates Explicit Instruction (EI) and the Gradual Release of Responsibility (GRR) as the school-identified approaches appropriate to meeting the unique learning needs of students at the school. The implementation of the school pedagogical framework is in the emerging stage. Details of expectations and strategies that will underpin the pedagogical framework and inform curriculum implementation are developing.

#### **The school is developing a coherent and sequenced plan for curriculum delivery.**

The plan is aligned to the Australian Curriculum (AC) version 8 and resourced by the Curriculum into the Classroom (C2C) materials. The plan aims to ensure that all students are exposed to each of the required elements of the AC. Staff members articulate a growing knowledge and expertise in planning and delivering the AC in a multi-age setting using C2C materials. The principal acknowledges the ongoing need to support and lead staff members to work collaboratively to develop a deep understanding of the AC through ongoing staff discussions regarding the best ways to maximise student learning and wellbeing.





**Staff members articulate the belief that knowing and understanding students is the key to having a positive impact on their learning.**

Staff meeting structures have recently been redesigned to foster collaboration between staff members to monitor the progress of students. The principal identifies data conversations at staff meetings as a key component in providing professional learning for staff members. The principal acknowledges the value of supporting staff members to develop their data literacy skills through Professional Development (PD) and conversations to deeply discuss data and generate strategies for continuous improvement.

**All staff members are aware of the Positive Behaviour for Learning (PBL) expectations and are focusing on building consistent responses and consequences for both appropriate and inappropriate behaviour.**

The desire of staff to provide a safe, respectful, tolerant and inclusive environment focused on learning is exemplified in the reinvigoration of PBL practices. School expectations of '*Be Responsible, Be Respectful, Be Resilient and Be Safe*' are viewed as important foundations to a positive school culture and are reinforced each day. Staff members articulate the concentration regarding consistent expectations for respectful language and interactions by students has resulted in the current school culture that has a predominance of mutually respectful relationships. The principal acknowledges that the implementation of PBL remains a priority agenda for the school.

**The principal describes the GRR model as an essential element to building staff capability and sustainability into the future.**

Staff members describe the principal as open to professional learning opportunities. The principal has commenced an observation, coaching and feedback process that is providing feedback to teachers regarding their professional learning goals. Teachers express an appreciation for the feedback provided and are finding it useful in improving their practice.

**An inquiry cycle process has been led by the principal, employing the scan and assess phase to identify 10 high priorities for the school.**

These priorities have been communicated to the school community and are currently being addressed. Strategies and responses to several of the priorities have already been enacted, including a reorganisation of learning environments across the school, the development of roles and responsibilities for all staff members, a renewed focus on supporting high standards of student behaviour, and the establishment of routines and procedures with associated documentation. Staff members, parents and community members express appreciation for the organisation, work ethic, commitment and supportive nature of the principal.

**The principal has led staff members in a significant review of a range of student achievement data.**

This work has been utilised to identify the starting points for learning and the establishment of Level of Achievement (LOA) targets to drive the Explicit Improvement Agenda (EIA). A student data wall has been developed and includes information regarding student



achievement in reading, writing, LOA for English and attendance. The data wall includes the learning goals for all students and is accessible to all staff members. Staff members discuss how the data wall initiates informal data conversations and is referred to during staff meetings.





## 2.2 Key improvement strategies

Further develop and embed the school pedagogical framework to detail school expectations and drive curriculum implementation.

Strengthen staff members' understanding of the AC and school planning expectations through deep discussions, planning and collaboration regarding the best ways to maximise student learning and wellbeing.

Develop the data literacy capability of all staff members to understand and apply student achievement data to maximise student learning outcomes.

Build staff capability to consistently use the agreed upon language and approach to embed PBL practices across the school.

Refine the school coaching, observation and feedback model to include a balance of modelling, sharing best practice, Watching Others Work (WOW), observation and feedback opportunities.