

Dunwich State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Dunwich State School** from **20 to 22 August 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

Tracy Egan	Internal reviewer, SIU (review chair)
Joshua Scott	Peer reviewer
David Manttan	External reviewer



1.2 School context

Location:	Bingle Road, Dunwich
Education region:	South East Region
Year opened:	1904
Year levels:	Prep to Year 6
Enrolment:	173
Indigenous enrolment percentage:	42 per cent
Students with disability enrolment percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	915
Year principal appointed:	2017
Full-time equivalent staff	11.6
Significant partner schools:	Cleveland State School, Cleveland State High School
Significant community partnerships:	Yulu Burri Ba Health Clinic, Quandamooka Yoolooburrabee Aboriginal Corporation (QYAC), Minjerribah Moorgumpin Elders in Council (MMEIC), Cowboys Rugby League, Sibelco, Chamber of Music, Stradbroke Early Learning Centre, Cleveland Rotary
Significant school programs:	Try for 5!, AAA program, Positive Behaviour for Learning (PBL), Transitions program - Yulu Burri Ba, Quandamooka cultural camp, Deadly choices – sporting programs.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), 11 teachers, six teacher aides, administration officer, two cleaners, schools officer, Parents and Citizens' Association (P&C) president, vice president and secretary, 16 parents and 36 students.

Community and business groups:

- Local Indigenous Elders, Yulu Burri Ba Aboriginal Health Service.

Partner schools and other educational providers:

- Cleveland State School and Stradbroke Early Learning Centre.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	NAPLAN Analysis Plan 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional development plan 2017	Curriculum planning documents
Community Partnerships Plan 2017	School newsletters and website
School data and assessment plan	School Opinion Survey
Responsible Behaviour Plan	



2. Executive summary

2.1 Key findings

The school works to maintain a learning environment that is safe, respectful, tolerant and inclusive.

Classrooms are calm and interruptions to teaching time are kept to a minimum. The school has very clear behaviour expectations that are well known by all members of the school community. The school has a Positive Behaviour for Learning (PBL) committee that meets regularly to analyse behaviour data, set the behaviour focus of the school and discuss strategies for supporting all students.

The school has significant in-house teaching expertise that is informally utilised to support colleagues.

All staff members demonstrate an understanding of the importance of a team approach with teachers particularly valuing their work in sector teams. Staff members are collegial and work together to enhance outcomes for students. National Assessment Program – Literacy and Numeracy (NAPLAN) data indicates the school consistently achieves above Similar Queensland State Schools (SQSS) in most of the assessment areas.

The school is implementing an Explicit Improvement Agenda (EIA) focusing on improving learning outcomes for students in reading.

The school is utilising a range of strategies to improve reading outcomes. Teachers are committed to maintaining the focus on improving reading. Some staff members are not yet clear about the school-wide strategies and processes to improve reading or the specific roles and responsibilities of key personnel in the implementation of the improvement agenda. A systematic and explicit action plan for key strategies and processes aligned to the EIA is yet to be fully developed.

Teachers express a commitment to implementing the Australian Curriculum (AC).

The AC is delivered through Curriculum into the Classroom (C2C) resources. A curriculum plan that clearly outlines the school's curriculum, assessment and reporting and that incorporates all AC learning areas, general capabilities and cross-curriculum priorities is yet to be developed. Classroom teachers work individually to select and adapt teaching, learning and assessment activities from the C2C resources. Teachers indicate that they welcome the opportunity to collaborate in the development of the curriculum plan.

The principal recognises that highly effective teaching is the key to improved student outcomes.

Staff members are committed to improving effective teaching practices that impact on student learning. The school is implementing a range of approaches to teaching. Some teachers express the need for further support to understand research-based teaching practices. A whole-school pedagogical framework is not yet developed.



Staff members are committed to improving effective teaching practices that impact positively on student learning.

The principal is working towards fostering a collegial culture to drive improvement in pedagogy. A number of teachers indicate a desire to further engage in opportunities to develop effective teaching strategies. Processes for coaching, mentoring, modelling, observation and feedback to facilitate consistency of practice and to enhance teachers' capacity in using effective teaching strategies are not yet developed.

The principal views reliable school data as essential to the effective leadership of the school.

A high priority is placed on the school-wide analysis of data sets to inform school-wide and individual class actions. The school has a data collection schedule and some teachers utilise this data to inform teaching and learning practices. Teachers are beginning to review data to determine the success of the teaching of reading and to make decisions for the development of the reading program.

The school has established strong partnerships with the local Indigenous community.

Parents and staff members highly value these partnerships and view the diversity of the school community as a strength to be celebrated. Students engage in a wide range of activities to develop an understanding of the local Indigenous culture, history, values and language. Local Elders are held in high esteem and the Embedding Aboriginal and Torres Strait Islander Perspectives in School (EATSIPS) committee works proactively to develop strategies to further embed Indigenous perspectives. The cultural practices of the school are highly regarded by many parents, staff members and students who express a wish for traditions to continue.

The school has identified and values a number of parent and community partnerships that enhance opportunities for students.

A Community Partnerships Plan outlines the vision and purpose of partnerships. A wide range of partnerships is included in the plan with details of each partner's involvement with the school and the anticipated student outcomes. Partners include Rotary, Yulu Burri Ba Health Clinic, Quandamooka Yoolooburrabee Aboriginal Corporation (QYAC), the local museum, University of Queensland (UQ) Research Station, Minjerribah Moorgumpin Elders in Council (MMEIC), *Try for 5!* with Cowboys Rugby League, Sibelco, Chamber of Music, Stradbroke Early Learning Centre and the Parents and Citizens' Association (P&C). Each partner makes significant contributions to the school. The school is welcoming of and receptive to community involvement in the school.



2.2 Key improvement strategies

Sustain the narrow and sharp focus of the current EIA and develop action plans for the key priorities including strategies, timelines, resources, roles, responsibilities and accountabilities of all staff members.

Collaboratively develop and implement a coherent and sequenced whole-school curriculum plan aligned to the AC.

Develop a school-wide and evidence-based pedagogical framework based on high expectations of every learner.

Provide opportunities to engage in regular modelling, observation, feedback, coaching and mentoring to build consistency and improve teaching practice across the school.

Develop a systematic process to regularly review classroom and school-wide data to monitor student performance and to inform intervention practices.