

Dunwich 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 **Dunwich State School** from **4 to 6 May 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

Christine Dolley	Internal reviewer, EIB (review chair)
Ashley Lawless	Peer reviewer
Bob Cole	External reviewer



1.2 School context

Location:	Bingle Road, Dunwich	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	183	
Indigenous enrolment percentage:	43 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8.6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	925	
Year principal appointed:	2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Behaviour Support Teacher (BST), Special Education Teacher (SET), Community Education Counsellor (CEC), Business Manager (BM), schools officer – grounds and facilities, six teachers, seven teacher aides, 24 parents and 14 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Minjerribah–Moorgumpin Elders-in-Council (MMEIC) and Yulu-Burri-Ba Aboriginal Health Services.

Partner schools and other educational providers:

- Cleveland District State High School principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Headline Indicators (October 2020 release)
Investing for Success 2021	Strategic Plan 2018-2021
School Cultural Inclusion Framework	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2021	School pedagogical framework
School improvement targets	School differentiation surfboard
Data Collection at Dunwich SS	School newsletters and website
School Opinion Survey 2019	Student Code of Conduct 2020 – 2023
Embedding Indigenous Perspectives into the AC	Dunwich SS 2021: Plan for Provision of Whole School Curriculum V2



2. Executive summary

2.1 Key findings

Teachers, support staff and community members express a high level of confidence in and respect for the school leadership team.

Staff, students, parents and community members speak with pride regarding the positive reputation the school has earned within the local community. The school's leadership team works closely with Elders and other community leaders to promote a sense of ownership and belonging to the people of Minjerribah. The community supports the school in promoting high expectations for all students in their learning and behaviour at school.

The school has developed a Cultural Inclusion Framework.

This framework blends Queensland's education offerings with the all-important local context to provide a platform for maximum engagement of students and families in the life of the school. School leaders speak of the importance of professional standards for teachers, ongoing training of staff, locally appropriate curriculum programs, and making the best use of staff 'On Country' experience.

Staff and community members express a shared belief that all students are able to be successful learners contributing positively to their community.

To establish and embed a strong improvement agenda, grounded in evidence from research and practice, the recently developed leadership team expresses the importance of clarity of understanding regarding individual roles, responsibilities and accountabilities of all staff members. An articulated emphasis on the value of distributed leadership is espoused as an effective means for the monitoring of progress towards targets and the systematic evaluation of initiatives and programs to determine effectiveness in the achievement of student improvement.

The principal articulates a high degree of confidence in the leadership team's ability to work together and to engage staff in working towards agreed goals and targets.

The leadership team describes a working environment whereby members feel valued, challenged and are clear in relation to their purpose. The team comprises staff from all sectors including curriculum, behaviour, inclusion and resource management. Members of the leadership team regularly engage in learning walks to both learn about and support teachers' classroom practice. Some leaders are engaging in modelling and co-teaching in classrooms. The principal acknowledges that this work is in its early stages and that all members of the leadership team are keen to further develop their coaching and mentoring capabilities to support all staff to further improve their teaching practice.



The leadership team articulates the importance of quality curriculum delivery for all students.

A coherent whole-school curriculum plan that outlines how the school addresses curriculum delivery from Prep to Year 6 has been developed for all year levels. Links to Quandamooka perspectives are indicated throughout the whole-school curriculum document, including 'On Country' excursions, providing local contextualisation of units. The leadership team recognises the importance of enhancing processes for the effective contextualisation and refinement of curriculum units to ensure optimal student engagement and to meet the requirements of the Australian Curriculum (AC).

Leaders articulate the belief that high expectations for every student and highly effective teaching strategies are crucial in improving learning outcomes.

School leaders describe a strong teaching team committed to ongoing improvement in their teaching skills and knowledge. School leaders regularly engage with classroom teachers during brief learning walks through classrooms. This is described as an informal, mutually beneficial process whereby the work of the teacher and students is acknowledged and valued. Leaders are then able to add to their cumulative knowledge of how learning is progressing across the school. Teachers indicate a willingness to engage more deeply with school leaders in refined, focused lesson observation and feedback sessions.

Teacher aides are considered integral members of the teaching team.

The leadership team, parents and the wider community express their appreciation for these experienced and valued members of the school. Teacher aides are valued members of the school staff and work in collaboration with teachers to maximise student learning. They work in classrooms alongside teachers and contribute to the teaching and learning process. Teacher aides report a high degree of personal satisfaction in their daily work and appreciate the genuine professional partnership that exists between school leaders, teachers and teacher aides across the school. Students speak highly of the teachers and teacher aides they work with every day. Teacher aides indicate a growing understanding of student needs and ways to differentiate support.

Positive and caring relationships are apparent amongst all staff, students, parents and the community.

Staff, students, parents and community members speak highly of the personal and professional support offered by members of the school leadership team. Parents speak of their constructive and timely interactions with the full range of staff members. They comment positively on the relationship between home and school and the opportunities provided for them to be genuine partners in their child's learning. The implementation of the co-funded Community Education Counsellor (CEC) role promotes and provides support for student attendance and engagement whilst playing a pivotal role in the broader community.



2.2 Key improvement strategies

Collaboratively develop roles and responsibilities statements for school leaders and all staff members, including accountabilities, aligned to the Explicit Improvement Agenda (EIA).

Provide opportunities for all members of the leadership team to further develop their coaching and mentoring capabilities to support all staff to improve their teaching practice.

Enhance processes for the effective contextualisation and refinement of curriculum units to ensure optimal student engagement and to meet the requirements of the AC.

Further develop the staff feedback culture of the school to include focused observation and feedback by all school leaders, aligned to the EIA.