

Dingo 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 **Dingo State School** from **24 to 25 November 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). 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.

An action plan will be developed and submitted to 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

Sandra Perrett	Internal reviewer, EIB (review chair)
Tania Schmidt	Peer reviewer
Sandra Grant	Peer reviewer



1.2 School context

Location:	Corner Kennedy and Normanby Streets, Dingo	
Education region:	Central Queensland Region	
Year levels:	Kindergarten to Year 6	
Enrolment:	61	
Indigenous enrolment percentage:	9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	3.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	11.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	939	
Year principal appointed:	Term 2, 2019 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, Speech Language Pathologist (SLP), Business Manager (BM), four teacher aides, school chaplain, cleaner, 17 students and 15 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, vice-president, secretary, treasurer and five members, five members of the chaplaincy committee and bus driver.

Partner schools and other educational providers:

- Blackwater State School Cluster Head of Special Education Services (HOSSES).

Government and departmental representatives:

- ARD, senior guidance officer and State Delivered Kindergarten (SDK) senior advisor.

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 newsletters and website
School data plans	Student Code of Conduct
School Opinion Survey	Term 4 Mapped
Responsible Behaviour Plan for Students	School based curriculum, assessment and reporting framework
Quality Improvement Plan	



2. Executive summary

2.1 Key findings

A focus on supporting all students to be successful in their learning is clearly apparent.

The principal, staff members and parents articulate the importance of education and supporting every student to be successful. Teaching practices across the school strongly reflect the belief that all students are capable of learning. The school places a high priority on ensuring that the needs of individual students are identified and supported. The school prioritises the implementation of tailored, early intervention programs for students identified as requiring support.

The school is developing an effective teaching team that demonstrates a strong commitment to the school.

The principal articulates the importance of building the capability of all staff members. The principal articulates the importance of utilising the strengths of all staff members to continue to enhance school practices, activities, and teaching and learning. As part of the Capricornia Cluster, the schools are working together to continue to build the capability of all staff members.

The principal, staff members and parents identify the importance of education and supporting every student to be successful.

All stakeholders articulate high levels of dedication and commitment to the students and to the school. At the time of the review, the principal, staff members and parents indicate that stakeholder groups could yet work together in a more harmonious way. Staff members and parents identify a need for improved levels of communication, consultation and collaboration. All stakeholders express a belief in the importance of addressing these concerns in a swift and timely manner.

The principal is developing a curriculum, assessment and reporting framework.

This framework has been developed with reference to the Australian Curriculum (AC) and includes year and/or band plans. Teachers express a desire to engage in professional conversations regarding curriculum and to share the curriculum expectations of the school. The principal articulates a desire to introduce Professional Learning Communities (PLC). Teaching staff members and the principal indicate the intention to be part of formal moderation processes with the cluster, and a cluster moderation plan for 2021 is being developed.



The principal, staff members and parents are focused on supporting all students to learn and achieve.

The principal has developed an Annual Implementation Plan (AIP) identifying five improvement priority areas, including numeracy, literacy, pedagogical practices, technologies and instrumental music. The principal articulates that the attention has been focused on reading this year. Different groups have focused on different aspects of the priority areas. The principal articulates the need to narrow and sharpen the agenda. The school is yet to work in a united way to implement the priority areas.

All staff members articulate the importance of consistent, school-wide use of high impact teaching strategies.

Pedagogical practices that teachers refer to include Explicit Instruction (EI), Age-appropriate pedagogies (AAP), intentional teaching, and inquiry learning. Teacher knowledge of the preferred pedagogical practices varies. Evidence-based teaching strategies are yet to be consistently implemented across the school.

Students express pride in their achievements and behaviour.

Students are recognised as displaying positive behaviour and staff members identify that inappropriate student behaviour is actively discouraged by peers. In order to further encourage positive student behaviour, students may be formally recognised in a range of ways including awards on parade, individual in-class reward systems, and contacts regarding the positives with parents. Staff members articulate that rarely are they required to respond to inappropriate student behaviour.

The principal articulates the importance of utilising the strengths of all staff members.

Teacher aides are acknowledged as experts in the fields in which they work and are encouraged to continue to build their skills. Teachers comment positively on the skills, knowledge and experience of the teacher aides in the school. The ancillary staff are highly dedicated staff members that support the school beyond their role. The cleaner has worked at the school for more than 40 years and is recognised as adding significantly to the beauty of the school, particularly the extensive and well-maintained pot plants and hanging gardens.



2.2 Key improvement strategies

Collaboratively develop, with regional support, and implement a school wellbeing plan, focusing on improving communication, consultation, collaboration and respectful relationships between all stakeholders.

Develop teacher knowledge of the AC and work with regional personnel to collaboratively plan units of work and engage in the four phases of moderation.

Collaboratively develop and implement a sharp and narrow Explicit Improvement Agenda (EIA), developing a roles and responsibilities document to ensure all staff members and parents are united and focused on the EIA.

Collaboratively identify and develop knowledge and application of research-based, high impact teaching strategies and pedagogical approaches, utilising observation and feedback processes.