

Dingo State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Dingo State School acknowledges the shared lands of the Ghungalu nation and the Ghungalu people of the Ghungalu language region.

About the school

Education region	Central Queensland Region
Year levels	Kindergarten to Year 6
Enrolment	50
Indigenous enrolments	8%
Students with disability	28%
Index of Community Socio-Educational Advantage (ICSEA) value	951

About the review

 <p>2 reviewers from 9 to 10 October 2024</p>	 <p>43 participants</p>	 <p>12 school staff</p>
 <p>23 students</p>	 <p>5 parents and carers</p>	 <p>5 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda Collaboratively review the school vision, values and motto to drive a shared understanding of how these inform strategic decision-making and foster a culture of high expectations.
Domain 8: Implementing effective pedagogical practices Prioritise professional learning and collaboration for staff about effective teaching practice to develop a shared understanding of pedagogy that informs decisions about teaching and learning.
Domain 5: Building an expert teaching team Expand opportunities for staff networking, collaboration and peer observations within and beyond the school, to support staff to learn from each other’s practice.
Domain 7: Differentiating teaching and learning Establish consistent processes for systematically recording differentiation, intervention, adjustments and extension to enhance precision in monitoring and responding to students’ progress.

Key affirmations



Staff and parents highlight that the community is invested in the school.

The principal and staff articulate they value building partnerships with families and community members. Community members express a strong sense of belonging to and pride in the school and its history. Parents indicate they appreciate working closely with school staff to grow the school as a ‘great little bush school’. Staff, parents and community members promote the school as a ‘school of choice’.



Staff, parents and students describe a friendly and welcoming school culture.

Staff, parents and students highlight that the school is a safe environment in which to learn and grow, and speak positively about how learners interact with each other. Staff and parents describe a ‘tangible sense of trust in the school by the community’. Parents convey they appreciate the work of staff in building relationships that support learners, and outline that staff are approachable and ‘easy to talk to about student progress’. Students mention that ‘teachers here help you and respect you’.



Staff and parents convey that all learners are known and supported as individuals.

The principal and teaching staff promote a belief that all learners are capable of being successful. They value celebrating success and challenging students to make continuous progress. Teachers and teacher aides highlight using a range of formal and informal data in the classroom to identify starting points for teaching and learning. Staff value the opportunity to engage in school and cluster moderation to support their understanding of where students are in their learning and to plan next steps.



Staff and parents express pride in the quality of the Kindergarten program.

Parents describe the State Delivered Kindergarten (SDK) as ‘exceptional’, and value the program as an integral part of the school. Staff speak of how the Kindergarten program contributes to the community’s positive learning culture. SDK staff explain how they create meaningful connections for learners and establish routines that build their confidence. Staff and parents express that the Kindergarten program ensures a smooth transition into Prep.