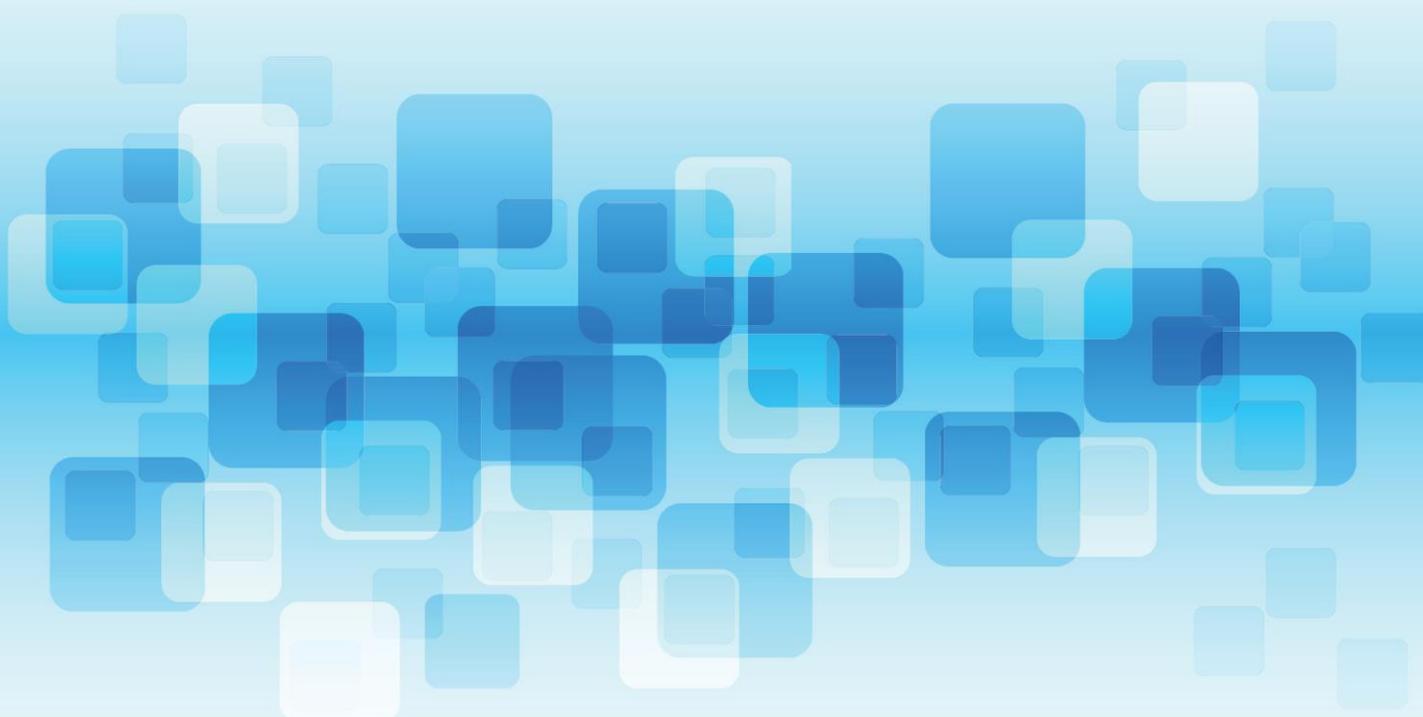




School Improvement Unit Report

Dalveen State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Dalveen State School from 21 to 22 April 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	40 Pine Crescent, Dalveen
Education region:	Darling Downs Southwest Region
The school opened in:	1878
Year levels:	Prep to Year 6
Current school enrolment:	Eight
Indigenous enrolments:	12.5 per cent
Students with disability enrolments:	25 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1003
Year principal appointed:	1991
Number of teachers:	1.4 (full-time equivalent)
Nearby schools:	Thulimbah State School, The Summit State School
Significant community partnerships:	Queensland Country Women's Association, Dalveen Sports Club, Dalveen Rural Fire Brigade.
Unique school programs:	Instrumental Music Program, Flying Arts Small School Mentorship.



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two classroom teachers
 - Two teacher aides
 - Administration officer
 - 11 parents/carers and community members
 - Eight students (Prep to Year 6)
 - Parent and Citizens' Association (P&C) president and treasurer
 - Country Women's Associations (CWA) members
 - Dalveen Sports Association members
 - Principal Stanthorpe State High School
 - Principal Thumlibah State School
 - State Member for Southern Downs – Mr Lawrence Springborg
 - Stanthorpe District Regional Councillor – Mr Vic Pennissi

1.4 Review team

Stephen Bobby

Internal reviewer, SIU (review chair)

Andrea Whelan

Peer reviewer



2. Executive summary

2.1 Key findings

- The principal, parents and staff members are committed to improved learning outcomes for all students.

The school has an improvement agenda which is outlined as *‘Every child can succeed everyday’*. This agenda is underpinned by the Annual Implementation Plan (AIP) 2016 action – *‘Build quality processes to track and support individual students in ways that meet their needs’*.

- There is a strong positive reputation within the community and a sense of community pride in the school.

Parents, students, staff and community members speak highly of the work and values of the school and of a sense of belonging to the school.

- Parent engagement in day-to-day school activities is valued.

Parents and families are recognised as integral members of the school community and partners in their children’s education. The Parents and Citizens’ Association (P&C) are supportive of, and committed to, improving opportunities and outcomes for all students. The P&C speak highly of the mutual respect and trust in their relationship with the school.

- The school uses a variety of diagnostic and formalised assessment tools to monitor school-wide achievement and individual student progress particularly in literacy, numeracy and student behaviour.

Test instruments such as PM Benchmarks, PAT R, PAT M, South Australian spelling and school based numeracy tests are used across the school and supplement National assessment Program – Literacy and Numeracy (NAPLAN) and other school-based assessment information.

- Staff members demonstrate an understanding of the importance of positive and caring relationships.

All students and staff members have an obvious sense of belonging with all parents and community members welcomed. Staff, parents, students and community members speak highly of the school.

- There is a high level of commitment and enthusiasm from all members of the teaching team to improve student learning outcomes.

The school staff are united and believe strongly in the teamwork approach to all school matters.



- The school has a sequenced plan for curriculum delivery which draws from the Curriculum into the Classroom (C2C) units of work and the Australian Curriculum (AC).

The school regularly reviews C2C multi-age unit plans for consistency. Tracking of the AC content descriptors is yet to commence.

- The principal believes that all students can learn and are able to succeed every day.

It is acknowledged that students work at different levels and progress at different rates. The school is responsible for ensuring adequate resources are supplied and effective teaching and learning opportunities are provided.

- The principal has articulated the view that effective teaching practices are key to improving student learning outcomes.

All staff members are using a consistent language and strategies linked to the pedagogical framework.



2.2 Key improvement strategies

- Refine the current improvement agenda to ensure a sharp, narrow and deep focus with achievable, measurable targets and timeline.
- Further develop the data literacy capacity of staff members to collect, display, analyse and report on student learning.
- Provide opportunities for high achieving students to engage in challenging activities through a higher order thinking framework.
- Provide additional staff professional development related to implementation of the AC.