

Dalveen 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 **Dalveen State School** from **8 to 9 November 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

Leah Mullane

Internal reviewer, EIB (review chair)

Louise Wilkinson

Peer reviewer



1.2 School context

Location:	Pine Crescent, Dalveen	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	20	
Indigenous enrolment percentage:	5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	20 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	981	
Year principal appointed:	2020	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, substantive principal, two teachers, three teacher aides, Business Manager (BM), guidance officer, chaplain, eight parents and 11 students.

Community and business groups:

- Representatives from the Dalveen Country Women's Association (CWA), editor of the Windy Ridge Wanderings, religious instruction volunteer and president of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal and deputy principal of Stanthorpe State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School improvement targets
Investing for Success 2021	Strategic Plan 2017-2021
School budget overview	School Data Profile (Semester 1 2021)
OneSchool	Headline Indicators (October 2020 release)
Professional learning plan 2021	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Homework and bookwork policies	SORD
School based curriculum, assessment and reporting framework	Reading, spelling, and grammar and punctuation frameworks



2. Executive summary

2.1 Key findings

Staff, students, parents and community members have a clear sense of belonging to the school and articulate it as a good place in which to learn and work.

The school promotes a deep commitment to every student achieving their best and a high priority is given to building and maintaining positive relationships between students, staff, families and the wider community. The school is recognised for promoting and maintaining positive behaviour and is highly regarded within the community as supportive of student needs and as being a 'good school'. Parents express high levels of satisfaction with the school in supporting the learning and wellbeing of their child.

The school is acknowledged within the community as a supportive environment that meets the needs of all students.

The school has established formal and informal processes to address individual needs and a high priority is placed on student and staff wellbeing. The staff is dedicated to supporting all students to improve and succeed. They take the time to build relationships with each other and students. Targeted intervention is provided for a small number of identified students who have additional learning needs. These students work one-on-one or in small groups daily at various times with a dedicated teacher aide who provides intervention in literacy and numeracy. Parents express appreciation for the personalised approach to student learning by staff and describe the school as 'never failing the students'.

The principal and staff are united in their vision for supporting all students to learn and achieve.

Staff members express a strong dedication to the ongoing improvement of student learning and wellbeing outcomes. The 2021 Annual Implementation Plan (AIP) highlights two key improvement priorities, including spelling and community partnerships. The principal and staff members articulate reading, spelling and community partnerships as the school's Explicit Improvement Agenda (EIA). Staff members describe the practices implemented in classrooms to improve student outcomes in spelling and reading. A clear understanding of the strategies and actions for implementation to support the improvement agenda, and their accountabilities in its implementation, is yet to be articulated by staff.

The principal and teaching staff recognise the importance of the collection and analysis of data for the monitoring of student learning progress.

The school has developed and is implementing a whole-school data plan that includes an assessment schedule and literacy benchmarks. Teachers continuously observe, monitor and adapt student groupings to allow for differentiated approaches for reading, spelling and warm-up activities. Staff hold informal daily check-ins on student learning and progress. The school has emerging processes for reviewing Level of Achievement (LOA) data in English. Targets within the EIA focus on percentage of students at 'C' or above and percentage of



students moving from a 'C' to a 'B'. Systematic processes for the analysis of whole-school and cohort LOA, including triangulation and trend analysis are yet to occur.

Staff members describe the importance of high quality curriculum delivery in improving student learning outcomes.

The whole-school Curriculum, Assessment and Reporting Plan (CARP) was developed by the principal in collaboration with the Principal Advisor – Teaching and Learning (PATL). Unit planning procedures are described by teachers as the download of Curriculum into the Classroom (C2C) units, with a review of the lessons. Teachers adjust units to suit the needs of the students and context. Some teachers source additional resources for the implementation of the unit. These are then documented within an overview of each lesson in the sequence of delivery. Clear processes for the unpacking and planning of curriculum units, for consistency of implementation across learning areas, are yet to be developed.

The principal articulates that the use of highly effective teaching strategies is key to student success.

The school's pedagogical framework outlines the policies, practices, tools and strategies for creating a safe, supportive, inclusive and disciplined learning environment. The key elements within the framework are based on the Dimensions of Teaching and Learning (DoTL) and Explicit Instruction (EI). Six 'givens' are described in the framework including collaborative teaching teams, positive teacher and student relationships, high expectations, high standards of book work, learning walls and classroom tone. The principal acknowledges the need to review the school's pedagogical approach to develop consistency of teacher practice.

The staff team is united and take shared responsibility for student learning and wellbeing.

Staff are encouraged to seek continuous improvement of their current practices. The school holds staff meetings once a term after school hours. These meetings usually discuss operational matters. Regular opportunities to build staff capability in enacting the school's EIA, pedagogy and data analysis practices are yet to be established as an ongoing way of working within the staff team. The principal expresses a desire to explore opportunities for teachers to plan and work together to learn from each other's practices.

School staff are a dedicated and collegial team committed to improving learning outcomes for students.

There is a strong collegial culture of mutual trust and support amongst staff. Staff members describe a sense of belonging within the school, and the supportive nature of their colleagues. Teacher aides agree they work with teachers as a team. They feel valued, supported with on-the-job training and are satisfied they are making a positive contribution to improving the learning of students. Staff members describe the caring and supportive nature of the principal and their commitment to continuity of leadership of the school throughout the year.



Parents and families are considered as valued partners and one community member describes the school as ‘truly a community school’.

Strong partnerships promote the school as a central part of the local community. Students and staff are proud of the school’s high standing in the community and the way they work together to cooperatively achieve goals. The school engages with an extensive range of partnerships to enhance opportunities available to students. Staff recognise parents and families as integral members of the school and partners in their child’s education. Parents express appreciation for the range of activities and opportunities available to their child through the school.



2.2 Key improvement strategies

Build staff understanding of their roles, responsibilities and accountabilities in enacting the strategies and actions in the EIA.

Develop strategies for the systematic analysis of whole-school and cohort LOA data, including triangulation and trend analysis, to reflect on practices and inform future priorities.

Provide systematic opportunities for collaborative curriculum planning, with clear expectations for unit planning processes, including Australian Curriculum (AC) alignment, literacy demands, differentiation, and sequence of delivery.

Collaboratively review the school's pedagogical approach to determine the agreed evidence-based practices and strategies that meet the needs of the context, students and curriculum.

Provide regular opportunities for collaborative capability development for all staff within and external to the school, to develop consistency of practice in school priority areas.