School Improvement Unit
Report

Dalby State High Schoo

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Dalby State High School from 14 to 17 June 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:	26 Nicholson St, Dalby
Education region:	Darling Downs South West Region
The school opened in:	1954
Year levels:	Year 7 to Year 12
Current school enrolment:	1070
Indigenous enrolments:	13 per cent
Students with disability enrolments:	6.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	951
Year principal appointed:	2009
Number of teachers:	90
Nearby schools:	Dalby State School, Dalby South State School
Significant community partnerships:	Industry Trade programs, Clontarf Foundation
Significant school programs:	Trade Training Centre, Agricultural programs, Apollo program

1.3 Review methodology

The review was conducted by a team of four 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 four days

- interviews with staff, students, parents and community representatives, including:

    - Principal, four deputy principals and Head of Campus (HOC)

    - Heads of Department (HOD) and two Business Services Managers (BSM)

    - Local Government councillor and Dalby Mayor – Councillor Paul Mcveigh

    - Four Parents and Citizens' Association (P&C) executive members

    - Guidance officer and seven teacher aides/support personnel

    - 49 teachers, four special education teacher aides seven parents and 41 students

    - School chaplain and the school-based health nurse

    - Four bus drivers and community education counsellor

    - Two Clontarf Foundation staff members

    - Five administration officers, groundsman and two cleaners and canteen convenor

1.4 Review team

Mark Blackshaw   Internal reviewer, SIU (review chair)

Paul Pengelly   Peer Reviewer

John Brew   Peer reviewer

Tom Robertson   External reviewer

2. Executive summary

2.1 Key findings

- The school leadership team communicate high expectations and the tone of the school reflects a school-wide commitment to learning.

  High levels of trust and respect are apparent within the school community and consistent support for the school leadership team is apparent amongst staff. There a consistent sense of staff collegiality and commitment to the wellbeing and learning of students. The school is highly regarded within the local community.

- The school has developed an agenda for improvement and school performance data is analysed to inform certain aspects of the Explicit Improvement Agenda (EIA).

  Teachers are able to consistently articulate the improvement priorities. The impact of these priorities on classroom practice is less clear. Timelines and targets are not always demonstrated within planning and implementation of the school's improvement agenda.

- The school seeks to promote and maintain an environment reflective of high expectations and that all students will learn successfully.

  Clear expectations for how students should behave and interact with one another are developed. Classrooms are generally orderly. Some variance across the school is reported. The school is using the Positive Behaviour for Learning (PB4L) framework and 10 Essential Skills of Classroom Management (ESCM) as a means to promote and teach desired behaviours. There are some inconsistencies apparent in regards to how PB4L and ESCM are enacted and student behaviour is managed.

- The school identifies the use of data as a starting point for improvement and to monitor student learning progress over time.

  Staff are willing to engage in data analysis and use this to inform curriculum planning and design learning experiences. Staff members acknowledge that there is a need to enhance their capacity to effectively use data to better know and understand the learning needs of their students, and inform teaching practice.

- The school seeks to actively promote a range of evidence-based teaching strategies.

  The pedagogical framework selected features Dimensions of Teaching and Learning (DoTL) and Explicit Instruction (EI). DoTL as a planning tool is still in the development phase and as yet is not consistently shaping instruction and learning in the classroom.

- The explicit teaching of literacy and numeracy is an identified school priority.

  A school-wide commitment to literacy and numeracy is demonstrated through a range literacy and numeracy programs at the school. A coordinated and consistent whole of school approach to the explicit teaching of literacy and numeracy is emerging.

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- The school builds partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students.

  Partnerships are developed across the school. They support a variety of learning and training pathways which include; school-based traineeships, work experience and work placement programs, and vocational education opportunities. These partnerships enable senior school students to undertake industry placements leading to employment opportunities in trades or agriculture. Partner organisations articulate a commitment to common goals and universally acknowledge robust communication and levels of engagement with the school.

2.2 Key improvement strategies

- Refocus and sharpen the improvement agenda, strategies and targets through the consideration and analysis of student learning data. Include explicit targets and timelines.

- Prioritise the ongoing development of the school PB4L framework as a data informed framework for improving student behaviour, attendance and truancy. Review the roles, responsibilities and processes with regard to PB4L with the goal of providing greater clarity for staff members.

- Build staff capability and consistency in behaviour management across the school through further Professional Development (PD) and classroom profiling opportunities using the ESCM.

- Develop staff capacity in the collection, analysis and interpretation of both short term and long term data to inform teacher planning, to reflect on the effectiveness of individual practice, and to better address the learning needs of individual students.

- Revisit and deepen the use of EI and DoTL pedagogical framework to promote consistency of instructional approaches.

- Sharpen the focus on literacy and numeracy priorities to ensure consistency of practice.