

Dalby State High 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 **Dalby State High School** from **26 to 29 October 2020**.

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

Lee Goossens	Internal reviewer, EIB (review chair)
Tony Whybird	Peer reviewer
Phil Campbell	Peer reviewer
Tony McGruther	External reviewer



1.2 School context

Location:	Nicholson Street, Dalby	
Education region:	Darling Downs South West Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1000	
Indigenous enrolment percentage:	17 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	11.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	954	
Year principal appointed:	2009	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Campus (HOC), Associate Head of Campus (AHOC), five deputy principals, two Business Managers (BM), 13 Heads of Department (HOD), four Subject Area Coordinators (SAC), three Heads of Year (HOY), three Year Level Coordinators (YLC), guidance officer, 48 teachers, 10 teacher aides, six administration officers, 30 support staff including staff from Bunya Campus, Community Education Counsellor (CEC), chaplain, Student Youth Coordinator (SYC), School Based Youth Health Nurse (SBYHN), workplace health and safety officer, Clontarf Foundation coordinator, Beyond Broncos coordinator, student services manager, production manager, support worker and catering officer, eight student leaders, 54 students including Bunya campus boarders, five Parents and Citizens' Association (P&C) executive members and 23 parents.

Community and business groups:

- Simplicity Australia general manager, White Industries manager, Dingo Australia representative, Dalby Chamber of Commerce president, Arrow Energy senior community officer, Nutrien Ag Solutions industry representative and Downs Industry Schools Co-Op Inc. (DISCO) area manager.

Partner schools and other educational providers:

- Dalby State School principal, Dalby South State School principal, Bell State School P-10 principal, Cecil Plains State School P-9 principal and Kaimkillenbun State School principal.

Government and departmental representatives:

- State member for Warrego, Mayor of Western Downs Regional Council, regional senior guidance officer and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	Professional learning plan 2018-2022
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Annual Report 2019	Junior Unit Plan
Faculty Implementation Plan	Classroom Learning Implementation Plan
School pedagogical framework	Professional development plans
School Opinion Survey 2019	Responsible Behaviour Plan for Students
Apollo Program	Pedagogical Framework
Student Code of Conduct 2020-2023	Inquiry Cycle Strategic Planning Process
Next Steps 2020	Indigenous Education Plan
Senior Assessment Policy	Reading and Writing Improvement Strategy
School Homework Policy	Power Point presentation from leadership
School newsletters, website and Facebook	Whole school data collection and distribution plan
Application Register – Bunya Residential Campus	Teaching Organisational Structure and Role Descriptions 2020
Attendance Reports Indigenous, Non-Indigenous, Out of Home Care, Students with Disabilities	Behaviour Action Summaries – Indigenous, Non-Indigenous, Out of Home Care, Students with Disabilities
Master Timetable	



2. Executive summary

2.1 Key findings

School leaders, staff members, students and their parents comment that staff are committed to success for every student.

A range of programs, practices and systems supports differentiated teaching and learning for individual students, regardless of their academic, social or cultural background. Students requiring significant modifications to assessment and curriculum are included in classes with their similar-aged peers. Staff report that the co-teaching model is a positive approach to inclusion.

The school's leadership expresses the belief that an evidence-based pedagogy consistently used across the school is critical in driving improved student achievement.

The school has documented its pedagogical framework of beliefs and expected practices for teaching and learning. School leaders are invested in the improvement of teaching practice across the school. They acknowledge and support the role of teachers in sharing their expertise within a professional learning community. 'Good, Better, Best' (GBB) is the program the school implements to sponsor the observation and feedback cycle across the school.

A range of curriculum offerings allows students to engage in courses that align to their preferred identified pathways.

The school has a published curriculum plan that outlines its sequence for curriculum delivery across all years of schooling. The plan details the school vision and long-term strategy, outlining when teaching, assessing and reporting on each learning area or subject occurs. The school has implemented literacy practices in reading and writing, called Reading Improvement Strategy of Dalby SHS (RISoD) and Writing Improvement Strategy of Dalby SHS (WISoD) respectively, across the school in all subject areas. Staff articulate commitment to implementing the reading and writing strategies.

School leaders have worked intentionally to refocus and sharpen the Explicit Improvement Agenda (EIA) to advance the three priorities of reading, writing and attendance.

The school clearly communicates its commitment to an EIA to improve the learning outcomes for all students in the school. This commitment is supported by staff members who strive to deliver the EIA on the school vision of '*Creating the future, every student, every day*'. Regular discussions in line management meetings in relation to progress towards whole-school targets are yet to be fully apparent amongst all school leaders.



The school demonstrates its commitment to the implementation of Positive Behaviour for Learning (PBL) as a whole-school approach to the development of the school's learning culture.

All staff express that they are committed to the needs of all students. Staff articulate that PBL processes have been implemented with commitment and the program has begun to impact positively on the learning culture of the school. They report that they are supported by their faculty teams and morale is predominantly high. Staff express the belief that a need exists for consideration of staff wellbeing, and a sense of collective whole-school support.

There are a number of clearly articulated and enacted strategies to address the priorities of the school to improve levels of student achievement and outcomes.

For each of the strategies, the Annual Implementation Plan (AIP) outlines a number of targets for improvement. Teachers indicate that monitoring and interacting with targets to inform teaching practice and to improve learning and attendance outcomes for students are yet to be fully part of standard classroom practice.

The principal and other school leaders view the development of staff members into an expert and coherent teaching team as central to improving outcomes for all students.

Staff members are committed to achieving strong outcomes for students. A highly regarded GBB program is establishing a strong platform for developing collegial staff engagement in professional learning opportunities. School leaders recognise the value of teachers working together and learning from each other's practice. A whole-school, systematic process for formal lesson observation and feedback to teachers is yet to be established. Many teachers express a desire to receive feedback regarding their classroom practices.

School leaders give priority to understanding and addressing the needs of students from the local catchment.

The school strategically sources and deploys available resources to meet the needs of a demographically diverse community. The school aims to allocate human, financial and physical resources equitably to further the identified academic, wellbeing and vocational requirements of all students. Formal processes to evaluate the efficiency, effectiveness and sustainability of school initiatives are yet to be fully apparent.

The school has worked to build staff capability in the collection, analysis and interpretation of data to better address the learning needs of students.

A published data plan articulates the process for the collation and dissemination of school-wide data sets. Priority is given to the analysis and discussion of targeted data sets by key staff. School leaders have developed processes for the collection of data relevant to students in all year levels. They actively monitor performance data, including that relating to student attendance, School Disciplinary Absences (SDAs) and other behavioural data. Data is additionally collected on school completion, destinations and stakeholder perceptions through School Opinion Surveys (SOS).



The school has strong partnerships with community organisations, businesses and other educational facilities to provide targeted and impacting learning experiences for students.

The school is recognised in the community for its initiatives in the promotion of the Arts in the local community. Students are actively involved in art shows, drama and music productions in partnership with community arts groups, local council services and regional events. Community leaders commend the school for its contribution to, and the significant role it plays in, the educational, commercial and cultural life of the local town and its surrounds.



2.2 Key improvement strategies

Collaboratively develop and enact systems and quality assure practices that focus on building capability regarding the operational and strategic roles, responsibilities and accountabilities of all instructional leaders in advancing the EIA.

Collaboratively further enhance a focus on staff wellbeing to build on a whole-school culture of positive professional behaviours, collective purpose, collegial trust and celebration of achievement.

Systematically develop ambitious class and individual student targets, aligned to the EIA, to further identify areas for continued improvement in teaching and student learning and performance.

Collaboratively develop, implement and quality assure a whole-school collegial engagement framework to enhance precise opportunities for regular, school-wide observation, feedback, mentoring and coaching of the teaching team and school leaders.

Systematically monitor, review and evaluate the effectiveness of human and financial allocation of resources to ensure they drive improvements in student outcomes and engagement.