

# Dalby State High 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

We acknowledge the shared lands of the Barunggam nation and the Barunggam people of the Barunggam language region.

### About the school

Education region	Darling Downs South West Region
Year levels	Years 7 to 12
Enrolment	1104
Indigenous enrolments	20%
Students with disability	21%
Index of Community Socio-Educational Advantage (ICSEA) value	939

### About the review

 <p>5 reviewers from 3 to 6 June 2024</p>	 <p>296 participants</p>	 <p>102 school staff</p>
 <p>144 students</p>	 <p>36 parents and carers</p>	 <p>13 community members and stakeholders</p>

### Key improvement strategies

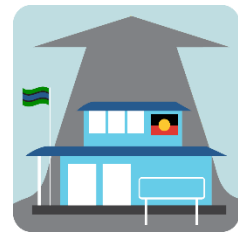
<b>Domain 1: Driving an explicit improvement agenda</b> Collaboratively develop and enact a strategic plan, responsive to the community, to foster collective understanding and commitment to school improvement priorities.
<b>Domain 3: Promoting a culture of learning</b> Collaboratively review and systematically enact agreed behaviour support processes and practices to ensure shared understanding, ownership and consistent implementation.
<b>Domain 6: Leading systematic curriculum implementation</b> Review whole school curriculum provisions to enhance continuity of learning across year levels, particularly in junior secondary, and ensure students receive their curriculum entitlement.
<b>Domain 8: Implementing effective pedagogical practices</b> Provide collaborative opportunities for staff to develop a shared understanding and language of pedagogies to support effective and contemporary teaching practices.
<b>Domain 1: Driving an explicit improvement agenda</b> Collaboratively develop targets and success criteria to measure the impact of the changed leadership structure and systems on student outcomes.

### Key affirmations



**Staff and parents appreciate the school culture of care and commitment.**

Students and parents highlight staff members’ care for students and commitment to supporting their growth as a strength of the school. Leaders speak of staff members’ commitment to providing students with the best educational opportunities. They reference the school’s vision of ‘*Creating the future; every student, every day*’. Students talk positively about the range of specialist personnel who support their wellbeing. Staff and students praise the support provided for First Nations students through a range of programs. They speak of the importance of these programs and support personnel in connecting with culture and building cultural identity. Students express appreciation for teachers’ efforts in supporting all aspects of school life.



**Students are prepared for life beyond school in meaningful ‘real-life’ ways.**

Staff detail the wide range of curriculum options that are locally contextualised to provide senior students with distinct and relevant learning pathways. Industry partners and parents praise the school’s connection to the community through specialised programs that are intentionally designed to meet community needs. Students express excitement about the certificate courses that allow them to explore their interests and gain valuable skills while working towards their senior certification. They express high levels of optimism about their future and articulate they feel well-prepared to pursue higher education, apprenticeships or employment.



**Staff, parents and students celebrate strong community connections.**

Parents and staff members speak proudly of the school’s prominence within the local area and its connections with local industry and businesses. Parents and members of the community convey high levels of trust in and support for the school. Students and parents express pride in and appreciation for the school and its staff, and the array of opportunities and resources provided for academic, sporting and cultural pursuits. Leaders and school partners describe a systematic transition program, which includes school staff visiting feeder primary schools to deliver lessons to prospective students.



**Leaders and staff describe a school-wide culture of evidence-informed decision-making.**

Staff highlight the Executive Leadership Team’s work to intentionally foster a school-wide culture of evidence-informed decision-making. Leaders detail how they aggregate, disaggregate and triangulate data to understand the school’s strengths, areas for improvement, and progress. They articulate clear accountability for specific data sets and describe processes for analysing trends and measuring the impact of interventions. Leaders discuss presenting data to their teams and guiding in-depth discussions and cycles of inquiry.