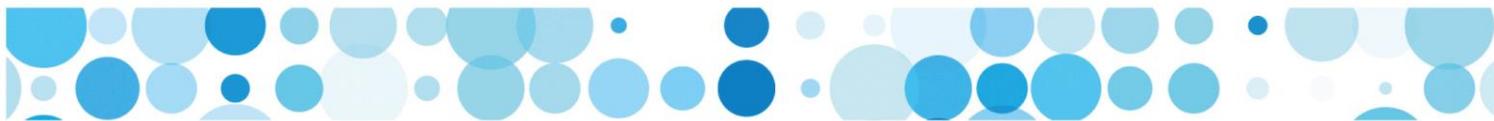


# Dysart State School

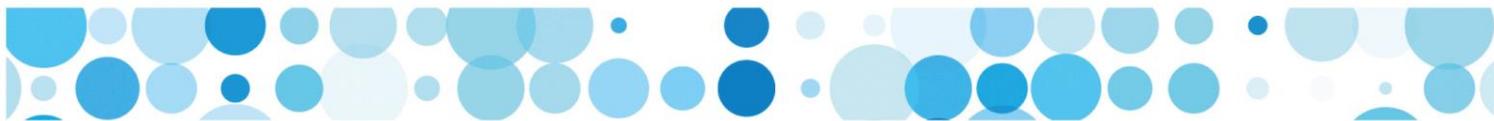
## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Dysart State School** from **19 to 21 April 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.

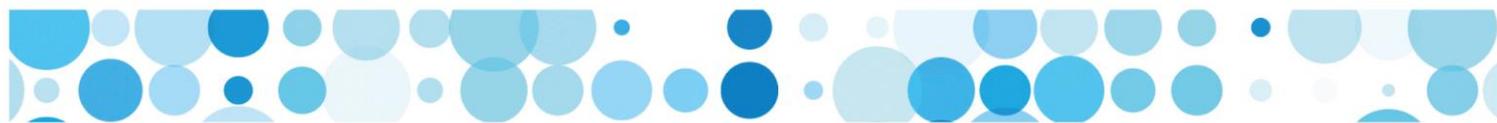
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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](#).

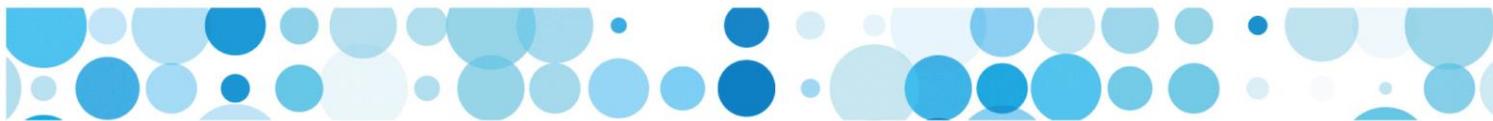
### 1.1 Review team

Bert Barbe	Internal reviewer, EIB (review chair)
Kylie Todhunter	Peer reviewer
David Hinton	External reviewer



## 1.2 School context

<b>Location:</b>	Garnham Drive, Dysart	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	317	
<b>Indigenous enrolment percentage:</b>	14.7 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	2.8 per cent 4 students awaiting verification
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	5.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	938	
<b>Year principal appointed:</b>	Term 3 2020 – permanent	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), Business Manager (BM), 17 teachers, students with disability teacher, seven teacher aides, guidance officer, Speech Language Pathologist (SLP), administration officer, schools officer grounds, 33 parents and 31 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary, BHP Billiton Mitsubishi Alliance (BMA) representative and Thiess representative.

Partner schools and other educational providers:

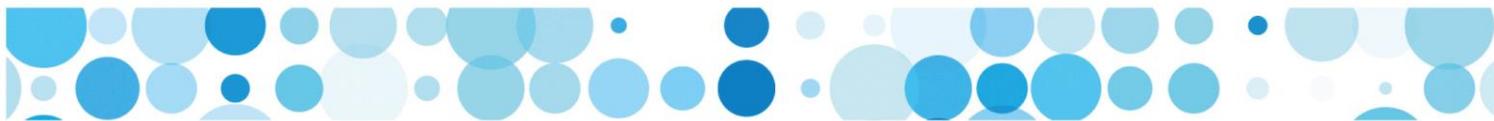
- Centre for Learning and Wellbeing (CLAW) principal, Dysart State High School principal and Dysart Childcare and Kindergarten (C&K) representative.

Government and departmental representatives:

- Councillor for Isaac Regional Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2019-2022
Principal's Updates and website	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
School improvement targets	Curriculum planning documents
School data plan	Student Code of Conduct
School Opinion Survey	Cohort Data Portfolios
Headline Indicators (October 2020 release)	School-based curriculum, assessment and reporting framework
Parent and community engagement framework	Student learning and wellbeing framework
	Staff wellbeing framework



## 2. Executive summary

### 2.1 Key findings

#### **Positive and caring relationships between students, staff and parents exemplify this welcoming school environment.**

Staff members focus on developing positive and caring relationships across the school community. Parents consistently articulate that staff members are welcoming, approachable, supportive and exhibit care and concern for students.

#### **High levels of professional energy and collegial support are apparent across the school.**

School staff members demonstrate a strong professional commitment. Parents express the belief that outcomes for students at the school result from the efforts of professional, dedicated and caring teaching and non-teaching staff members. Staff are committed to the improvement of their own skills.

#### **The school has developed a coherent, sequenced plan for curriculum delivery.**

School-based Professional Development (PD) is provided to build staff skills in curriculum planning. Class teachers express an appreciation for the curriculum planning days with the Head of Department – Curriculum (HOD-C). The year level curriculum band plans reference the Australian Curriculum (AC) and have been refined collaboratively. Staff members indicate they are familiar with and align their practice to the band plans. Line of sight between the planned curriculum and the enacted curriculum is yet to be apparent.

#### **School leaders have identified English- reading as the Explicit Improvement Agenda (EIA) for the school.**

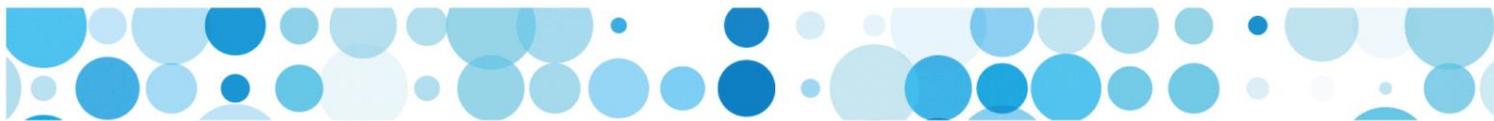
The school has introduced the use of running records to determine reading levels and identify development needs. Shared reading has been a recent focus during 'Building Capability Time'. Some teachers have attended specific reading PD that provides a good foundation for this work. A whole-school reading framework involving research to support instruction is yet to be developed.

#### **Teaching staff utilise a range of pedagogical approaches to support student engagement in learning.**

Some teachers express that they would welcome the opportunity to further explore strategies to strengthen their repertoire of teaching practice, providing a broader range of learning opportunities to cater for all students. School leaders describe the value of determining an agreed set of high-yield teaching strategies.

#### **The school has established a professional learning plan with an associated budget.**

A formalised induction plan including support for beginning teachers is documented. Beginning teachers have been supported to attend the Centre for Learning and Wellbeing



(CLAW) two-day Beginning Teachers' Conference. Beginning teachers, early career and mentor teachers seek further support and opportunities to develop their practice and confidence.

**The principal views reliable and timely student data as essential to the leadership of improvement in student achievement levels.**

The school has focused on developing whole-school baseline data sets regarding student achievement, attendance and behaviour. The Whole-School Curriculum, Assessment and Reporting Plan 2021 includes a documented assessment schedule for the administration of diagnostic tests. Departmental data framework expectations are yet to be reflected in the whole-school assessment schedule. Quality classroom summative assessments are identified in the curriculum learning area band plans.

**Staff members articulate the professional benefits of opportunities to collaborate and learn from each other.**

Teachers speak highly of the newly implemented 'Building Capability' meetings where a teaching cohort team is provided with release time for one hour a week to work with a leadership team member. The meetings strive to discuss and reflect on pedagogical approaches, problems of practice and undertake peer classroom observation and feedback. Teaching staff express the value of feedback and conversations regarding their practice.

**School leaders have established a range of partnerships with families, local businesses and community organisations to enhance the learning and wellbeing of students.**

The school has identified and built strong partnerships with Thiess and BHP Billiton Mitsubishi Alliance (BMA). These partners are involved in collaborative planning of support to enhance the learning and wellbeing of students. The school works with an extensive range of external providers to offer student and family support. The school accesses support from Queensland Health, BUSHkids, Hinterland Community Care, Speech and Language Development Australia (SALDA), Autism Queensland, Moranbah & District Support Services (MDSS) and the Dysart Community Centre. Local businesses support the fundraising initiatives of the Parents and Citizens' Association (P&C).



## 2.2 Key improvement strategies

Further develop staff clarity of AC planning including Quality Assurance (QA) processes to ensure line of sight from the planned to the enacted curriculum.

Develop a whole-school reading framework to ensure understanding, consistency of language and practice across the school with alignment and coverage of the AC.

Collaboratively define and enact high-yield pedagogical practices across the school that promote deep learning and set high expectations for every student.

Further develop the professional learning plan including induction, to embed support for beginning, early career and mentor teachers, including clear accountabilities and timelines.

Review and update the whole-school assessment schedule to reflect departmental data framework expectations.