

Dallarnil State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Dallarnil State School** from **6 to 7 June 2018**.

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 consider 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Mona Anau

Internal reviewer, SIU (review chair)

Vincent Burke

Peer reviewer



1.2 School context

Location:	Main Street, Dallarnil
Education region:	Central Queensland Region
Year opened:	1901
Year levels:	Prep to Year 6
Enrolment:	34
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	974
Year principal appointed:	1996
Full-time equivalent staff:	3
Significant partner schools:	Cordalba State School, Booyal Central State School
Significant community partnerships:	Dallarnil Sports Club Inc.
Significant school programs:	Early Years literacy



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five teachers, two teacher aides, Business Manager (BM)/office staff, five parents, and Parents and Citizens' Association (P&C) representatives.

Community and business groups:

- Biggenden bus driver and chaplain.

Partner schools and other educational providers:

- Isis District State High School and Biggenden & District Kindergarten.

Government and departmental representatives:

- Member for Callide, Councillor North Burnett Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The principal and school staff members are committed to ensuring all students succeed.

The principal and staff members display compassion for all students and willingly work towards ensuring that every student is able to succeed. The principal encourages staff to plan, support and monitor student progress to tailor classroom activities to students' needs. Teacher practices across the school reflect the belief that all students are capable of achieving.

The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully.

The staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning. Staff members work to build mutually respectful relationships across the school community. Interactions between staff members, students, parents and families are caring, polite and inclusive. All students and staff have an obvious sense of belonging. Parents are welcomed and all staff, students and parents speak highly of the school.

The school creates a caring and nurturing educational environment to enable staff to support all students.

Staff members work and learn together in a supportive environment that enhances learning outcomes for all students. Staff are committed to the school improvement process by attending and participating in Professional Development (PD) and meetings. The school is working to refine their vision, values and communication practices as the foundation to strengthen the culture of collaboration.

The school has built a professional team of highly capable staff members.

The principal and staff members are committed towards improving the quality of teaching and learning. The Explicit Improvement Agenda (EIA) strategies have led to the resourcing of additional staff. The school is developing a collaborative process to refine roles and responsibilities of all staff members to align with the EIA.

The principal has a strong understanding of the importance of collecting, analysing and triangulating data.

Staff members continue to collect data and utilise this data to determine the next steps of student learning. The principal is aware that building a culture of staff self-evaluation and reflection will build on the next steps of learning. This will support student differentiation and school initiatives.



Staff use the curriculum as a basis for ongoing discussions regarding the best ways to maximise student learning and wellbeing.

Classroom teachers are experts in their field and have confidence in what they do. Teachers plan collaboratively and continue to develop and share deep understanding of how students learn, including their skills and knowledge. Further ongoing PD aligned with the EIA, to strengthen differentiated teaching and learning practices could yet occur.

The school's Parent and Community Engagement (PaCE) Framework actively seeks ways to enhance student learning and wellbeing through strong partnerships.

Many of the school's partnerships have become an accepted part of the culture of the school community. The school has a supportive Parents and Citizens' Association (P&C) that contributes practical support for the school through fundraising and volunteer support. The P&C's organisation of and involvement in local events enhance the sense of community within the school.



2.2 Key improvement strategies

Explore ways to refine the school's vision, values, and communication protocols to embed a culture of collaboration and teamwork across the school.

Refine the roles and responsibilities of all staff members aligned with the EIA.\

Build a culture of self-evaluation and reflection in the school by using evidence-based data to inform student differentiation and school initiatives.

Ensure professional learning for staff members is linked to the EIA so as to strengthen differentiated teaching and learning practices.