

Duaringa State 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 School Improvement Unit (SIU) at **Duaringa State School** from **30 to 31 May 2019**.

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

1.1 Review team

Sandra Perrett

Internal reviewer, SIU (review chair)

Andrea Moy

Peer reviewer



1.2 School context

Location:	Charlotte Street, Duaringa
Education region:	Central Queensland Region
Year opened:	1876
Year levels:	Kindy to Year 6
Enrolment:	17 – Year 1 to Year 6 4 – Kindy students
Indigenous enrolment percentage:	29.4 per cent
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	920
Year principal appointed:	2018 – acting
Day 8 staffing teacher full-time equivalent (FTE):	1.48
Significant partner schools:	Dingo State School, Bluff State School, Comet State School
Significant community partnerships:	Duaringa Police, Duaringa Ambulance, Central Highlands Regional Council
Significant school programs:	Life Education Healthy Harold van, Reading Eggs, Studyladder, State Delivered Kindy, Remote Area Families Services (RAFS) playground, Capricorn Highway cluster sports days and activities, Sydney Canberra Year 4 to Year 6 camp



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, three teacher aides, Business Manager (BM), cleaner, seven parents and eight students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Queensland Police Service (QPS) sergeant and senior constable and Queensland Ambulance Service (QAS) paramedic.

Partner schools and other educational providers:

- Principal of Blackwater State High School.

Government and departmental representatives:

- Councillor for Central Highlands Regional Council, Principal Advisor – State Delivered Kindy and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2109)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Reading at Duaringa State School
School pedagogical framework	2019 Duaringa State School Curriculum Plan
Data Action Plan 2019	Curriculum Planning Documents
Whole School Literacy Data Overview	Responsible Behaviour Plan for Students
School Opinion Survey	Whole School Numeracy Data Overview
Whole school curriculum plan – odd and even years	Aligned Achievement Standards – Australian Curriculum Mathematics V8
Aligned Achievement Standards – Australian Curriculum English V8	School newsletters and website



2. Executive summary

2.1 Key findings

The principal and staff members are committed to the core objective of improving learning outcomes for all students.

Teachers are united in their commitment to improving the quality of teaching and learning from Kindy to Year 6. Teachers work collaboratively, within the school and the Capricorn Highway cluster, to deepen their understanding of the Australian Curriculum (AC) and the Queensland Kindergarten Learning Guidelines (QKLG). Teachers willingly participate in opportunities to watch each other work and provide feedback.

Communication books are sent home each night, outlining student achievement and behaviour.

The communication book includes a comment from students regarding what they have learnt. A behaviour chart is displayed in the front of the book indicating the behaviour the student demonstrates throughout the day. Parents are able to write messages and students inform the teacher when there is a message from the parent. All parents express the belief that they are kept well informed regarding their child's learning.

The principal places a high priority on building and maintaining positive and caring relationships between staff, students, parents and the community.

The principal recognises the importance of staff wellbeing and has established a strong collegial culture between teachers. Some staff members express a degree of concern regarding staff wellbeing and cohesiveness. A staff wellbeing framework to enhance the cohesiveness, positive engagement and morale of all staff is yet to be developed.

The principal has worked with staff to develop the Annual Implementation Plan (AIP) for 2019.

The AIP is closely linked to the strategic plan 2016-2019. The AIP identifies three improvement priorities as 'Successful Learners', 'Great People' and 'Engaged Partners'. The principal identifies two areas as the Explicit Improvement Agenda (EIA) of data and feedback to students. Some staff members identify reading as the EIA. Parent knowledge of the EIA is yet to be developed.

The 2019 school curriculum plan is based on the Prep to Year 6 multi-age digital guides and is aligned to the AC version 8.

Teachers utilise Curriculum into the Classroom (C2C) as a resource to support the development of learning units. The Guide to Making Judgements (GTMJ) is a non-negotiable part of each unit. Backward mapping occurs with each unit to develop the learning activities from the assessment task. Analysis of the alignment between the assessment task, GTMJ and the AC achievement standards as part of the backward mapping process is yet to occur.



Explicit Instruction (EI), inquiry-based learning, visible learning and Age-appropriate pedagogies (AAP) are the pedagogical practices currently utilised in classrooms.

The principal identifies when and for what learning area each pedagogical approach is most likely to be implemented. The current pedagogical framework includes explicit teaching in all classrooms and AAP. The principal identifies the need to update the pedagogical framework to provide staff with greater clarity regarding the preferred pedagogical practices to be utilised across the school.

The principal views staff development as a critical component of enhancing student learning outcomes.

The principal facilitates professional learning opportunities for all staff members. Early career teachers are mentored and supported by the principal and regional support staff. Support occurs formally and informally. A professional learning plan that is linked to the AIP and Annual Performance Development Plans (APDP), and reflects planned and enacted professional learning activities, is yet to be developed.

The principal acknowledges the importance of school-wide data collection and the need to regularly analyse and discuss student achievement data.

A data action plan for 2019 is developed and includes timelines for implementation throughout the year. It includes the collection of a range of diagnostic, formative and summative data, and outlines the purpose of the data collection. Data is collected to identify strengths and weaknesses, and gaps in knowledge. This information is utilised to identify teaching strategies for the next phase in learning.

The principal identifies that the Capricorn Highway cluster is a highly valued network providing strong professional support.

The Capricorn Highway cluster includes Comet State School, Dingo State School, Bluff State School and Duinga State School. Staff from the cluster meet regularly to participate in pre- and post-moderation activities. Principal Advisors Teaching and Learning (PATAL) engage with the cluster to support professional learning activities. The principals in the cluster are keen to enhance the current levels of engagement and professional support provided to each other.

The local Queensland Police Service (QPS) and Queensland Ambulance Service (QAS) work closely with the school.

Police officers and a paramedic visit the school regularly. Through these visits the two services deliver messages regarding safety in the community and on farms. The local paramedic conducts regular talks on parade in relation to relevant topics to the community, including the wearing of helmets on bikes and motor bikes, CPR (Cardio Pulmonary Resuscitation) and snake bites. The police officers engage with all students including the Kindy and playgroup children, and enhance the learning opportunities for all students.



2.2 Key improvement strategies

Collaboratively develop and implement a staff wellbeing framework to enhance the cohesiveness, positive engagement and morale of all staff members.

Develop the AIP and associated documents to clearly and consistently articulate a sharp and narrow EIA, ensuring staff, students and parents know their role in implementing the EIA.

Review and enhance the planning processes of teachers to ensure a deeper understanding of the AC achievement standards and the alignment with C2C.

Collaboratively develop a pedagogical framework that identifies and unpacks the preferred evidence-based pedagogical practices, outlining when, where, how and why they will be utilised.

Develop an annual professional learning plan that is linked to the AIP and APDPs, and identifies planned and enacted professional learning activities for all staff.