School Improvement Unit
Report

Duaringa State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Duaringa State School from 23 to 24 April 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	1 Charlotte Street, Duaringa
Education region:	Central Queensland
The school opened in:	1876
Year levels:	Prep to Year 6
Current school enrolment:	19
Indigenous enrolments:	42 per cent
Students with disability enrolments:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	890
Year principal appointed:	2013
Number of teachers:	2
Nearby schools:	Dingo State School, Bluff State School, Comet State School
Significant community partnerships:	Greg Norman Foundation
Unique school programs:	Behaviour – Rewards Day

1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director/Principal Supervisor

- a school visit of two days

- interviews with staff, students, parents and community representatives, including:

    o Principal

    o Two teachers

    o Three teacher-aides

    o Office staff

    o Five parents

    o Two school captains

    o 19 students

1.4 Review team

Esta Thiris	Internal reviewer, SIU (review chair)
Fred Hardman	External reviewer

2. Executive summary

2.1 Key findings

- The school has developed and is driving an improvement agenda.

  This agenda has been communicated to all staff and parents, however the agenda is large and is difficult to deliver. The school's priorities for 2015 include improving teaching practice, reading, spelling, writing, English, maths and science, the implementation of the new Australian Curriculum (AC) subjects, attendance and numeracy.

- The tone of the school is calm, positive and friendly and there is a focus on the promotion of student engagement.

  The school has adopted a strong, values approach as the foundation upon which to develop a school-wide, shared responsibility for student management and to foster a culture that promotes learning.

- Student achievement data is collected and used by teachers to group students in reading and spelling.

  Some time is set aside for the discussion of student data and there is some evidence that student data is analysed by staff to self-evaluate teaching practice. However there is an inconsistent approach to using data to plan and adjust curriculum for individual students.

- The school has commenced a process of mentoring and coaching.

  There is a documented professional development plan. The principal visits classrooms and provides feedback to staff in regards to teaching practice and strategies to effect and improve students' learning.

- Overarching curriculum frameworks and school-based programs are still evolving.

  The school has developed a whole school curriculum plan which is in the early stages of implementation. The principal is keen to provide a clear focus on building continuity of curriculum direction with a strong focus on teaching and learning.

- There is no systematic process in place where teachers encourage students to monitor their own learning and develop learning goals.

  While there is recognition by staff that students are at different stages in the learning process and that teachers tailor strategies to meet the needs of groups of students, the school has yet to develop learning goals with individual students in order for them to own and monitor their learning progress.

- There is a sense of optimism and commitment moving forward.

  The principal and the wider community see the importance of establishing a strong sense of school community in order to continue the improvement in student learning outcomes.

2.2 Key improvement strategies

- Implement an explicit improvement agenda consistently across the school. Ensure that this agenda has a sharp and narrow focus with targets, timelines and milestones and is delivered in a systematic and strategic manner.

- Continue to build on the school's instructional leadership processes ensuring observation, feedback, modelling, coaching and mentoring is embedded as a part of regular school practice.

- Promote a culture of high expectations for all students in their learning, attendance and behaviour.

- Build systematic processes to ensure that the whole school curriculum plan is understood and is the reference against which flexible delivery is designed and implemented.

- Effectively and consistently collect, record and analyse data on the achievements and progress of each student. Utilise this data to make judgements to address individual student needs thereby personalising the teaching and learning across the school.

- Establish learning goals for students aligned to the school's improvement agenda and develop individual learning plans to support student learning.

- Continue to build a close, strong partnership with the Indigenous community to support students and the school as a whole.