

Duaringa State School

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Duaringa State School** from **12 to 14 July 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

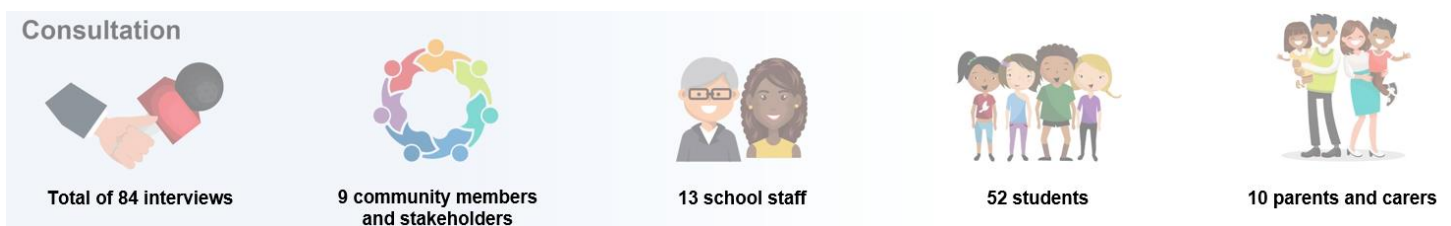
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Louise Wilkinson	Internal Reviewer, SRR (review chair)
Honi Mauro	Peer Reviewer
Lauren Wade	Peer Reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Ghungulu Country
<b>Education region:</b>	Central Queensland
<b>Year levels:</b>	Kindergarten to Year 6
<b>Enrolment:</b>	59 students
<b>Indigenous enrolment percentage:</b>	7%
<b>Students with disability percentage:</b>	6%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	912

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **30 to 31 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 920 and the school enrolment was 21 with an Indigenous enrolment of 29.4% and a student with disability enrolment of nil.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop and implement a staff wellbeing framework to enhance the cohesiveness, positive engagement and morale of all staff members. (Domain 3)
- Develop the Annual Implementation Plan (AIP) and associated documents to clearly and consistently articulate a sharp and narrow Explicit Improvement Agenda (EIA), ensuring staff, students and parents know their role in implementing the EIA. (Domain 1)
- Review and enhance the planning processes of teachers to ensure a deeper understanding of the Australian Curriculum (AC) achievement standards and the alignment with Curriculum into the Classroom (C2C). (Domain 6)
- 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. (Domain 8)
- Develop an annual professional learning plan that is linked to the AIP and Annual Performance Development Plans (APDP), and identifies planned and enacted professional learning activities for all staff. (Domain 5)

## 2. Executive summary

### 2.1 Key affirmations

#### **Kindergarten children are valued as members of the school community.**

Staff in the Kindergarten to Year 1 (K–1) setting has been consistent over the last 4 years. Kindergarten children demonstrate they are confident to express ideas and their needs. K-1 staff are intentional in the program, enacting teachable moments underpinned by knowledge of the Queensland kindergarten learning guideline (QKLG). K-1 staff describe a culture where each Kindergarten child's wellbeing and comfort is provided for. The principal, staff members and parents articulate a common appreciation that Kindergarten is valued and integral to their school.

#### **Intergenerational connections and school pride are widely acknowledged.**

Former students say they have enrolled their children at the school because of their own positive experiences when they attended. Multiple generations of families attend and/or work at the school. Community members and staff speak positively and express pride in the school. Heritage and non-heritage buildings are situated in well-presented grounds with manicured gardens including fairy gardens. Colourful outdoor wall murals and floor decals are displayed throughout the school. Many parents, students and staff advise that throughout the year, the behaviour of students has been very respectful and positive for learning.

#### **Many community members discuss their strong support for the school vision.**

Members of the school community express collective appreciation for the stable leadership the principal has brought to the school and the increased transparency of change processes. Many staff and parents indicate they feel their input is valued and that they have input to and voice support in the school's future direction. The principal expresses a commitment to work collaboratively with staff and the school community to realise a whole-school vision for equity and excellence.

#### **Staff are invested in the school and local community.**

Staff display a strong commitment to support the learning and wellbeing needs of every student. They seek to continuously improve their practice. Teaching and non-teaching staff are highly valued members of the school community. Many non-teaching staff are some of the longest serving in the school. Teacher aides comment that they work closely with class teachers and are treated as para-professionals.

## 2.2 Key improvement strategies

### **Domain 6:** Systematic curriculum delivery

Review the Curriculum, Assessment and Reporting Plan (CARP) to meet requirements and suit the multi-age context to ensure every student from Kindergarten to Year 6 is provided with their curriculum entitlement.

Formalise a whole-school approach to moderation processes, with regional support, to align curriculum, pedagogy, assessment and reporting, and to ensure consistent judgements and accurate reporting against the AC achievement standards.

### **Domain 5:** An expert teaching team

Collaboratively develop a collegial engagement framework for staff and leaders to participate in modelling, coaching and mentoring opportunities and expand pedagogical and instructional leadership knowledge and skills.

### **Domain 8:** Effective pedagogical practices

Collaboratively review the whole-school pedagogical approach to align with school and system priorities and enhance capabilities of the teaching team to implement effective pedagogical approaches, practices and strategies.