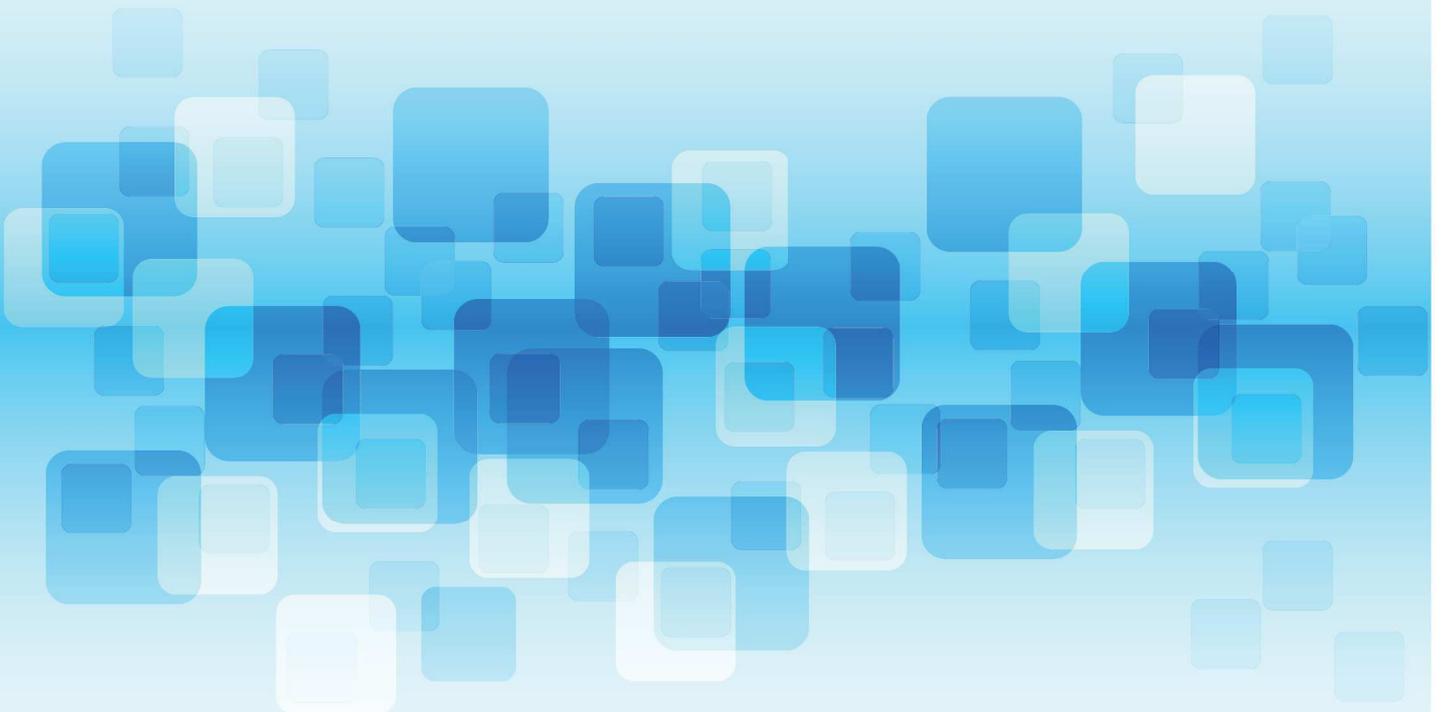




# School Improvement Unit Report

## Dakabin State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Dakabin State School from 1 to 3 March 2016. 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

<b>Location:</b>	65 Sheaves Road, Kallangur
<b>Education region:</b>	North Coast Region
<b>The school opened in:</b>	1992
<b>Year levels:</b>	Prep – Year 6
<b>Current school enrolment:</b>	527
<b>Indigenous enrolments:</b>	4 per cent
<b>Students with disability enrolments:</b>	7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	986
<b>Year principal appointed:</b>	April 2011
<b>Number of teachers:</b>	33
<b>Nearby schools:</b>	Dakabin State High School, Kallangur State School, Kurwongbah State School, Petrie State School
<b>Significant community partnerships:</b>	Pine Rivers Returned and Services League of Australia (RSL), Sporting School Coaching program
<b>Unique school programs:</b>	<i>Bumble Club</i>



### 1.3 Review methodology

The review was conducted by a team of three 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
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Deputy principal
  - Head of Curriculum (HOC) literacy coach
  - Numeracy coach/head of diverse learning Years 3 to 6
  - Early years coach/head of diverse learning Prep to Year 2
  - Positive behaviour for learning (PB4L) coach
  - 22 classroom teachers
  - Guidance officer and senior guidance officer
  - Business Services Manager (BSM)
  - 6 specialist teachers
  - 4 teacher aides
  - Parents and Citizens' Association (P&C) president, vice president, secretary and treasurer
  - 15 students
  - 20 parents
  - Member of Parliament, Mr Shane King

### 1.4 Review team

Rod Kettle	Internal reviewer, SIU (review chair)
Jenny Hart	Internal reviewer, SIU
Graeme Hall	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The principal and extended leadership team have developed and articulated an agenda for improvement in student learning.

The agenda is clearly documented, focuses on specific targeted areas for improvement, and is widely disseminated, endorsed and implemented across the school.

- Staff members speak positively of the relationships in the school and there is evidence of positive and caring relationships between students and staff.

Collegial partnerships are evident with teaching staff and teacher aides focusing on mutual support and sharing of practice.

- The leadership team are instructional leaders who model and support learning and are highly visible in the school.

A professional team that provides support and builds the capability of teachers to achieve the improvement agenda and support the diverse learning needs of students.

- The principal and deputy principal analyse National Assessment Program – Literacy and Numeracy (NAPLAN) data.

Teachers regularly analyse data in school improvement teams led by members of the leadership team. The principal and deputy principal analyse NAPLAN data. A school-wide NAPLAN strategy to improve student performance is not evident.

- There is a strong focus on supporting students requiring additional learning support to reach benchmarks. Programs to support high performing students are not as evident.

The school has developed a range of targeted programs to support learning for students requiring additional learning support as well as those requiring learning extension. It is unclear how students are challenged to progress.

- Parents speak highly of the school and the individual support that their children receive for learning.

Parents value the school newsletter and parades as opportunities to gain further insights into school activities. Parents are unclear about the current priorities of the school and would like more opportunity to be involved in supporting learning in classrooms.



- There is some evidence that moderation processes are used across the school.

Teaching staff regularly analyse data in school improvement teams. Data is displayed clearly, allowing deep analysis and diagnosis for future planning of reading, writing and numeracy and the modification of strategies to improve students' outcomes. There is little evidence that moderation is undertaken across a network of schools.



## 2.2 Key improvement strategies

- Develop and embed NAPLAN data analysis in the school-wide data plan.
- Develop and implement a range of targeted programs incorporating ambitious learning goals for all students.
- Consult with the whole-school community to identify meaningful opportunities for parents to be engaged as partners in their child's learning.
- Establish moderation processes across a network of schools.