

Dysart State High School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Dysart State High School** from **10 to 12 September 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

Peter Grant	Internal reviewer, SIU (review chair)
Helen Jamieson	Peer reviewer
Garth Hunt	External reviewer



1.2 School context

Location:	Edgerley Street, Dysart
Education region:	Central Queensland Region
Year opened:	1979
Year levels:	Year 7 to Year 12
Enrolment:	158
Indigenous enrolment percentage:	10.75 per cent
Students with disability enrolment percentage:	5.26 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	927
Year principal appointed:	2018
Day 8 staffing teacher full-time equivalent (FTE):	18
Significant partner schools:	Dysart State School
Significant community partnerships:	BHP Billiton Mitsubishi Alliance (BMA)
Significant school programs:	BMA Read, Bowen Basin Collaboration, Central Highlands Cluster, Vocational Education and Training (VET) Pathways, Positive Behaviour for Learning (PBL), Spectrum of Engagement, Vertical Care classes, wellbeing lessons and curriculum, Mental Health First Aid, breakfast club, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, Queensland Minerals and Energy Academy (QMEA) School, BMA Apprenticeship Program, Trade Training Centre (TTC), industrial kitchen facilities



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three Heads of Department (HOD), Business Manager (BM), cluster Head of Special Education Services (HOSES), youth support worker, Pathways officer, two schools facility officers, eight teacher aides, two cleaners, chaplain, learning support teacher, two administration officers, 11 teachers, 49 students, 15 parents and four Parents and Citizens' Association (P&C) representatives.

Community and business groups:

- BMA representative and manager of Stayover Dysart.

Partner schools and other educational providers:

- Principal of Dysart State School.

Government and departmental representatives:

- State Member for Burdekin and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	Differentiation Record template
School improvement targets	Professional development plans
School pedagogical framework	School newsletters, social media and website
School data plan	Responsible Behaviour Plan for Students
School Opinion Survey	Class window template
Behaviour action summary	Positive behaviour for learning action plan
Behaviour monthly statistics	Staff diary/handbook
Report card and NAPLAN update Semester 1 2019	



2. Executive summary

2.1 Key findings

Successful learning for all students is an aspiration that is articulated across the school.

The school leadership team is united in the commitment to implement an improvement agenda underpinned by the recently revised school vision statement of '*Learning and achieving through respect, responsibility and resilience to optimise results*'. Staff members identify tracking and support for students' social and emotional wellbeing as strategies clearly linked to providing the foundation to improving student engagement.

A high priority is given to developing and implementing strategies to support the building of a positive and caring learning environment.

Staff members articulate an understanding that successful learning looks different from one student to the next. They recognise the importance of working with students to develop mutually respectful relationships as key to engaging students and maximising their outcomes.

Teachers identify literacy with a focus on writing, together with enhancing the school culture, as the main focus of the Explicit Improvement Agenda (EIA).

Teachers additionally articulate curriculum development and the implementation of Explicit Instruction (EI) as a school-wide pedagogy as elements of the EIA. The school's identified priority areas are articulated by the leadership team and documented as being a whole-school literacy plan, a culture that promotes learning, alignment of the teaching, assessing and reporting of the Australian Curriculum (AC) and the implementation and monitoring of the use of the pedagogical framework. The school leadership team acknowledges that work regarding the successful implementation of the EIA priorities is in varying stages of development across the school.

The development and maintenance of a strong school-wide culture that promotes and enables effective teaching and learning is recognised by school leaders and staff as a key to maximising student learning.

The school's Responsible Behaviour Plan for Students (RBPS) clearly articulates the wellbeing of the whole child as a priority and a belief that every person involved in a student's life has a role to play. The school identifies as a Positive Behaviour for Learning (PBL) school. School leaders, members of the PBL committee, most teachers, students and parents indicate a degree of inconsistency across the school regarding the implementation of the RBPS and associated PBL strategies. Most parents, staff and community members recognise and applaud the successful effort made in recent times to support improvements in student behaviour and learning. They acknowledge the improvements and recognise that further improvement could yet occur.



The school leadership team has a strong belief and understanding of the relationship between highly effective teaching and improvement in students' learning and outcomes.

The principal and the leadership team dedicate time to discuss, research and develop their own understanding of pedagogical practices that are effective in enhancing the teaching and learning process. The school has established Archer's¹ EI as the school-wide pedagogical practice. A deep understanding of the expectations and practices essential to the effective implementation of EI as a school-wide pedagogical practice to maximise student learning varies across the school.

The principal and other school leaders view the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

The leadership team expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning. School leaders acknowledge that a rigorous formal and consistent induction process will assist the building of a deep understanding of the school's processes and expectations.

The school enjoys a reputation of being a valued and significant partner in the local community.

Parents express a sense of optimism for renewed school stability. They view the school as an important place for leading and teaching positive community values. Members of the local community and partner organisations in addition to the State Member for Burdekin support and speak highly of the school.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.



2.2 Key improvement strategies

Collaboratively develop a precise and manageable EIA including agreed strategies and timelines for implementation and explicit targets expressed as improvements in measurable student outcomes.

Collaboratively review the school's RBPS and the associated PBL framework to enhance consistency in the implementation of school-wide agreed expectations and build predictability in relation to responses to positive and inappropriate student behaviours.

Collaboratively review the school's pedagogical framework and develop further strategies to build teachers' deep understanding of the expectations and practices essential to the effective implementation of EI as a school-wide pedagogical practice.

Collaboratively develop and implement a whole-school induction program to enable new and beginning teachers a smooth transition into the school and deep understanding of the school processes and expectations.