



# School Improvement Unit Report

## Dagun State School Executive Summary

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Dagon State School from 26 to 27 October 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

<b>Location:</b>	39 Dagon Road, Dagon
<b>Education region:</b>	North Coast
<b>The school opened in:</b>	1924
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	39
<b>Indigenous enrolments:</b>	18 per cent
<b>Students with disability enrolments:</b>	5.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	967
<b>Year principal appointed:</b>	2006
<b>Number of teachers:</b>	2.4 (full-time equivalent)
<b>Nearby schools:</b>	Amamoor State School, Kandanga State School
<b>Significant community partnerships:</b>	Dagon Playgroup, Gympie Alliance of Schools, Small Schools network cluster, Mary Valley schools cluster, Dagon Community Group, Mary Valley Lions, Mary Valley Timbers
<b>Unique school programs:</b>	Outdoor Garden Program



### 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
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two teachers
  - Two teacher aides
  - Administration officer
  - Six parents, including the president of the Parents and Citizens' Association (P&C)
  - 16 students, including student leaders
  - Councillor Julie Walker, Gympie Regional Council
  - Four community partners
  - Principals of two neighbouring schools

### 1.4 Review team

Gary Austen	Internal reviewer, SIU (review chair)
Ian Hall	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has an explicit improvement agenda that is targeted towards improved student achievement in reading.

The implementation of the *MultiLit* program is the key strategy in the school to target improvements in student reading. The agenda is understood by staff and parents and supported by targeted professional learning and the deployment of school resources. Key goals are documented to measure the effectiveness of the strategy.

- The school is effective in ensuring sound levels of student achievement and improvement in academic performance over time.

The school's National Assessment Program – Literacy and Numeracy (NAPLAN) performance over 2008-2015 shows strong rates of improvement across nearly all domains. Student performance against national means indicates that students are achieving well against state and national benchmarks. Performance of students in the upper two bands is more variable. The school has a documented assessment and data schedule.

- The school has a strong culture that is highly supportive of student learning and wellbeing.

Students, parents, staff and community speak highly of the school. There is a palpable commitment to the school and its students. The school is seen as a central part of the community and enjoys widespread practical and financial support.

- The school is developing a framework and plan to support the implementation of the Australian Curriculum.

A clear whole-school practice that ensures the alignment between the overall curriculum plan, term and unit plans, classroom teaching and the regular assessment of student progress is not evident. School planning practices do not as yet include links to the local school and community characteristics.

- The school has a documented pedagogical framework, however the extent to which this is embedded in the school is limited.

The framework is linked to the Art and Science of Teaching. Elements of the gradual release of responsibility model are also used to guide teaching and learning. The way in which these approaches are used consistently across the school is unclear.

- The school is successfully managing the challenges presented by enrolment growth and the transience of students.

Many staff and families describe the positive way the school welcomes and works with new students to meet their learning needs.



## 2.2 Key improvement strategies

- Support the alignment of the Australian Curriculum, local curriculum responses and implementation across the school through developing a whole-school curriculum plan.
- Build processes to quality assure student learning through regular cycles of curriculum design and evaluation.
- Develop a comprehensive approach to the teaching of reading through documenting a balanced whole-school reading program.
- Enhance effective teaching time through reviewing the school's assessment and data plan.
- Review and update the school's pedagogical framework. Ensure the new plan is evidence-based, is embedded into the regular practice of all staff and is well understood by students.