

# Dutton Park State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Dutton Park State School** from **1 to 3 September 2020**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Laurelle Allen	Internal reviewer, EIB (review chair)
Ken Peacock	Peer reviewer
Ken Swan	External reviewer



## 1.2 School context

<b>Location:</b>	Annerley Road, Dutton Park	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	348	
<b>Indigenous enrolment percentage:</b>	3.4 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	2.3 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	13.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1122	
<b>Year principal appointed:</b>	End Term 1 2020 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Heads of Curriculum (HOC), guidance officer, two Advisory Visiting Teachers (AVT), occupational therapist, Business Manager (BM), technician, administration officer, three inclusion teachers, teacher librarian, 16 teachers, five teacher aides, cleaner, schools officer, 21 parents and 63 students.

Community and business groups:

- Jabiru Dutton Park Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Deputy principal of Brisbane South State Secondary College and Head of Learning and Enrichment Brisbane State High School.

Government and departmental representatives:

- Councillor The Gabba Ward Brisbane City Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Short term data conversation guide	Curriculum planning documents
School Opinion Survey	Differentiation surfboard
Draft pedagogical framework	Responsible Behaviour Plan for Students
Classroom displays	School newsletters, Facebook and website
School Assessment and Reporting schedule	Dutton Park State School Reading Framework
Dutton Park State School Curriculum Assessment and Reporting Plan	Administration and Inclusion Team Roles and Responsibilities



## 2. Executive summary

### 2.1 Key findings

#### **Authentic and caring relationships are fostered between students, parents and staff members.**

Parents comment positively on the open and collaborative approach of staff members and of the school's supportive learning environment. Students articulate that they know and trust everyone in the school. Staff members indicate that they experience high levels of respect and appreciation.

#### **Staff members are committed and passionate regarding their work.**

Staff members display high levels of individual professional energy for the work they do in the school. There is an appreciation from parents that positive outcomes for students result from the efforts of capable teaching and non-teaching staff. Parents praise staff members for their professional dedication and commitment to all students.

#### **Staff members recognise the importance of embracing a whole-school model of inclusion.**

The school is developing new ways to provide intervention and support for students with additional learning needs. School leaders have committed to an inclusion model by reallocating human and financial resources, seeking regional support and mentoring opportunities. A roles and responsibilities statement for school leaders and the inclusion team is under development. A whole-school approach to inclusion that is documented, communicated widely, and quality assured for consistent implementation is emerging.

#### **School leaders are committed to a whole-school improvement agenda that provides improved learning outcomes for all students.**

Staff members are working towards a deeper understanding of current progress in priority areas. Targets associated with Annual Implementation Plan (AIP) strategies are in terms of engagement and outputs. Processes to regularly monitor the effectiveness of planned strategies to improve student outcomes are emerging.

#### **The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations.**

English is collaboratively planned and led by year level teachers and overseen by school leaders. A focus on differentiation is included in this process. Many teachers indicate they are yet to engage in Professional Development (PD) in all learning areas of the Australian Curriculum (AC) and indicate a willingness to deepen their knowledge of this core work.





**Teachers take pride in their teaching and express a desire for continuous improvement.**

Teachers articulate that opportunities to build capability through learning walks and Watching Others Work (WOW) have occurred in previous years. Some teachers express a desire for regular opportunities to receive formalised feedback that is appreciative and provides guidance for further improvement. Teachers indicate that they would appreciate increased support by instructional leaders that includes coaching, mentoring and modelling of agreed pedagogical practices.

**Parents are integral in the life of the school with many providing volunteer support.**

Parents support school staff to meet the learning needs of students. The Parents and Citizens' Association (P&C) manages the parent hub that provides morning tea once per week and is a regular meeting place for parents. The P&C executive articulates that meetings are well attended and that they appreciate recent opportunities to freely share their points of view. The P&C executive expresses a desire to strengthen their partnership with the school and integrate the school into the broader community.

**The school has a positive tone, sense of belonging and is highly valued by the community.**

The culturally diverse school community places high value on education and engagement in learning. Student attendance rates and behaviour are consistently of a high standard. Students know and respond to the whole-school expectations of *'Be Safe, Be Respectful, Be a Learner'* and are polite, responsible and engaged in their learning. Staff members and students express pride in the school.



## 2.2 Key improvement strategies

Collaboratively develop a whole-school approach to inclusion that is documented, communicated widely, and quality assured for consistent implementation.

Develop precise and informed programs, strategies and actions, including the setting of timelines and targets aligned to the school priorities and regularly monitor for efficacy.

Provide opportunities for all teachers to develop their knowledge and skills in teaching all learning areas of the AC, including a focus on all general capabilities and cross-curriculum priorities.

Collaboratively develop an observation and feedback protocol that is supported by a coaching program and is aligned to the agreed pedagogical approaches and school priorities.