

Deebing Heights State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Deebing Heights State School** from **16 to 18 March 2022**.

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

Len Fehlhaber	Internal reviewer, EIB (review chair)
Bradley Clark	Internal reviewer
Jo Diessel	External reviewer



1.2 School context

Indigenous land name:	Yuggera
Location:	Rawlings Road, Deebing Heights
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	573
Indigenous enrolment percentage:	7.3 per cent
Students with disability percentage:	7.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1020
Year principal appointed:	2015



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, six Leaders of Curriculum and Inclusion (LoCI), Business Manager (BM), 23 teachers, 12 teacher aides, Behaviour and Engagement Support Teacher (BEST), guidance officer, schools officer, two administration officers, 31 parents, 90 students, Parents and Citizens' Association (P&C) president, and Australian Defence Force (ADF) mentor.

Community and business groups:

- Delta FM and Plenary Group.

Partner schools and other educational providers:

- Deebing Heights Early Learning Centre and Ripley Valley State High School.

Government and departmental representatives:

- ARD.



2. Executive summary

2.1 Key findings

The school's ethos is built around high expectations for student achievement, engagement and learning.

The tone of the school reflects a school-wide commitment to purposeful successful learning. There is a calm, orderly feel to the school and one of enjoyment by students and staff. A significant pride amongst all members of the school community in belonging to the school is apparent. Staff describe that students want to learn, they are happy and bring positive energy to their learning in the classroom. Staff, parents, students and the broader community consistently refer to the high standards of student behaviour as a distinguishing feature of the school.

A strong culture of continuous professional growth is apparent across the school.

Teachers speak proudly of the high expectations held by the leadership team and personally commit to grow as professionals. Many staff express a belief that the school values the contributions of teachers and they are continually encouraged and supported to be reflective and highly effective practitioners. A deep level of professional commitment to support students to be successful with their learning exists across the school. Some teachers reflect that their job satisfaction derives from the systemic elements that promote their professional growth, including feedback from their line managers, opportunities to learn from colleagues and the continual improvement of their pedagogical practice.

The school has a clear philosophy that requires all action to be evidence-informed and based on reliable data.

Class dashboard is used to track priority groups and referrals including Student Support Services (SSS), students with disability, Indigenous students, Kids in Care (KIC), and students from Australian Defence Force (ADF) families. The class dashboard displays a range of data to track cohorts of students and student referrals including a snapshot of student data in addition to quick links to information regarding student priority groups. Leaders share the belief that there is an opportunity to develop greater precision in developing specific targets for students in priority groups.

The leadership team identifies that they are in a continual cycle of updating and refining their pedagogical framework to reflect classroom practice.

Teachers articulate a growing understanding of the specific elements relating to literacy. School leaders discuss that the lower school have been implementing a literacy program, InitialLit in the early years and outlines plans for this to progressively expand to Years 3 to 6. Teachers in the early years reflect that this approach has had a significant positive impact on student literacy development and achievement for all learners.



Leaders articulate the mantra of ‘data today – evidence tomorrow’ as a way of quality assuring any action and resource allocation.

Teachers reflect this mantra in their daily pedagogical practice, using data to inform and target learning pathways. Reading data is unpacked, including the effect size. Behaviour data is examined, including School Disciplinary Absences (SDAs), negative and positive referrals and the percentage of students classified as positive for behaviour. Teachers articulate that there is a significant amount of data suites collected. They express the belief that their ability to collect, collate and plan with this data is supported by leaders through the allocation of additional release time.

Leaders and staff are deeply committed and united in their vision of achieving excellence in teaching, learning and partnerships.

The school’s 2022 Annual Implementation Plan (AIP) maintains clear alignment with the strategic plan and aligns strategies with the nine domains of the National School Improvement Tool (NSIT). Staff share an understanding of the priorities and articulate their roles within the Explicit Improvement Agenda (EIA) to varying degrees. A series of student and teacher focused quantitative targets is detailed in the AIP. Leaders acknowledge that some targets have already been achieved and may require review. Teachers articulate their knowledge of some of the AIP targets and impact of these on individual planning and classroom practice to varying degrees.

Differentiation is a key school priority and a feature of every teacher’s practice.

The school’s vision is underpinned by the belief that all students can achieve high standards when provided with the appropriate support, at the right time. Teachers recognise that some students require significant adjustments to their learning programs if they are to be optimally engaged, challenged and successful. A range of support is made available to teachers to differentiate for the diverse learning needs within their class. School leaders and teachers indicate significant improvements in student progress, resulting from the core intervention programs. Teachers confidently indicate a range of differentiation strategies and reasonable adjustments used in meeting the diverse learning needs of students within their class.

‘Excellence in Teaching’ is expected and enacted every day.

Teachers outline that the leadership team plays an active role in leading the learning of staff and students through their regular presence in all classrooms. Teachers express appreciation for the connection the leadership team has with students and the authentic relationships they develop with all staff. Many teachers have high expectations and display efficacy in their teaching. They fundamentally agree with, and have a deep understanding of the school-wide agreed pedagogical practices. Beginning and experienced teachers express a feeling that since arriving at the school, their teaching capability has significantly increased. Teachers discuss feeling valued for their individual strengths, in addition to feeling supported as part of a cohesive teaching team. Many staff discuss feeling safe to take professional risks and to be professionally vulnerable. Strong, trusting relationships amongst and between teachers and the leadership team are apparent.



2.2 Key improvement strategies

Collaboratively develop targets for students in identified priority groups to provide further precision for teaching and learning.

Deepen staff understanding and clarity regarding key actions and targets within the school EIA with a focus on building teacher awareness of how they impact on planning and classroom practice.

Collaboratively streamline the school's data plan to prioritise those data suites that provide the greatest impact on teaching and learning.

Collaboratively refine and communicate the school's expected literacy pedagogical approaches.