Background:
Drayton SS was opened in 1851 and is located approximately 8 kilometres from the Toowoomba Central Business District, within the Darling Downs South West education region. The Prep to Year 7 has a current enrolment of 336 students. The Acting Principal, Belinda Bowden, was appointed in September 2014.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of School Resources, An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice. Progress has also been made in the domain: A Culture that Promotes Learning.
- The explicit improvement agenda with a focus on reading; curriculum planning and delivery; school learning culture; the development of staff members; and parent involvement; has been communicated to staff and parents and is articulated in the Annual Implementation Plan (AIP). Staff members Performance and Professional Development Plans also highlight this improvement agenda as focus areas for their professional learning. The school’s Developing Performance Framework (DPF) has a focus on improving staff members’ skills and knowledge through professional development in literacy, numeracy, explicit instruction and classroom essential skills, as well as, inclusive practices in the classroom.
- A whole school reading plan has been written and implemented across all year levels. Teaching staff, teacher aides and parent helpers support students in guided reading and the explicit teaching of comprehension strategies.
- Student Support Services regularly meet and discuss strategies to cater for the individual learning and social needs of all students. Individual learning plans are a key element to a differentiated curriculum for target students.
- Teaching staff effectively use data, organise student groupings, differentiate programs, maximise the resources available and continue to realign class programs to meet student needs.
- The senior classes at the school have undertaken observation visits by staff members from Harristown SHS, as part of the transition process to Junior Secondary. Classroom teachers are heavily involved in the Flying Start program.

Affirmations:
- Teachers have effectively used the Australian Curriculum and Curriculum into the Classroom (C2C) resources to develop units in English, mathematics, science, history and geography, and have reflected on how best to address the curriculum requirements of multi-age and ability classes.
- The school’s Responsible Behaviour Plan for Students (RBPS) has been reviewed and approved by the school community. The Principal, teachers and teacher aides have participated in professional development of The Essential Skills in the Classroom (ESCM).
- A snapshot of NAPLAN results and diagnostic tests have been summarised by the Principal and school leaders.

Recommendations:
- Continue to refine the whole school pedagogical framework and school curriculum plan. Ensure clarity about what students are expected to learn and be able to do; high expectations of every student’s learning; explicit teaching of skills and content; individualised attention, as required; and timely feedback to guide student actions, are key elements of the school’s push for improved teaching and learning.
- Support and encourage teaching staff to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in class planning documents. Consider a stronger emphasis on higher order thinking and extension programs for high achieving students.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback.
- When connectivity allows provide opportunities for staff members to develop their expertise in using OneSchool, particularly the use of Dashboard.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between teachers.