Drayton State School

Executive Summary

School Improvement Unit

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Drayton State School** from **31 October** to **2 November 2018**.

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 consider 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

Stephen Bobby	Internal reviewer, SIU (review chair)
Meg Saunderson	Peer reviewer
Garth Hunt	External reviewer

1.2 School context

Location:	Brisbane Street, Drayton
Education region:	Darling Downs South West Region
Year opened:	1851
Year levels:	Prep to Year 6
Enrolment:	304
Indigenous enrolment percentage:	13 per cent
Students with disability enrolment percentage:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	975
Year principal appointed:	Semester 2, 2018 (acting)
Day 8 Staffing Teacher Full-time equivalent numbers:	21.33
Significant partner schools:	Harristown State High School
Significant community partnerships:	Woolworths Toowoomba Drayton, Camp Australia Outside School Hours Care (OSHC)
Significant school programs:	Positive Behaviour for Learning (PBL)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), master teacher, guidance officer, Special Education Teacher (SET), Support Teacher Literacy and Numeracy (STLaN), 18 classroom and specialist teachers, eight teacher aides, Business Manager (BM), administration officer, two cleaners, grounds officer, crossing supervisor, student mentor, 24 parents and 68 primary students.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives, two Camp Australia OSHC coordinators and Queensland Police Services (QPS) – Adopt-a-Cop.

Partner schools and other educational providers:

- Goodstart Drayton Childcare Centre coordinator and deputy principal of Harristown State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	AIP Revised Semester 2, 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation planner
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Sample Drayton Diary pages	Early Years Overview
Report Card and NAPLAN Update Semester 1 2018	School based curriculum, assessment and reporting framework
Sharratt 5 Questions – Emerging Themes from Data Conversations	School Shared Belief Statement

2. Executive summary

2.1 Key findings

Staff, students, parents and community members consistently express a strong sense of pride in their school and its history.

Upon entering the school, visitors are presented with a welcoming and orderly environment in which there is a strong sense of acknowledgment of the school community's connection with the rich heritage associated with being one of the oldest schools in the state. The school conducts a range of community inclusive activities to support community engagement. These include a Christmas concert, Grandparents Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Day, Under 8's Day, Harmony Day and an ANZAC Day celebration as a particularly significant community event.

The school utilises Positive Behaviour for Learning (PBL) as a framework for realising its aspirations for high levels of positive student behaviour.

The school's Responsible Behaviour Plan for Students (RBPS) is underpinned by key values that clearly outline the rights and responsibilities for staff, students and parents. These values, known as the school rules, are defined as '*Be Safe, Be Respectful and Be Responsible*'. These rules and their aligned expectations are commonly known by staff, students and members of the school community. There is strong support from most staff for the expected outcomes of the PBL implementation. There is a belief that PBL will lead to relationships that are more respectful across the school community.

The school's leadership team is driving an Explicit Improvement Agenda (EIA) with a priority focus on improving learning outcomes for students in reading.

Teaching staff are engaging with the reading improvement agenda and are able to articulate the strategies they are implementing to teach reading in their classrooms. Teachers articulate varying levels of knowledge of, and engagement with, the school's reading instruction documents. The leadership team identifies that further work needs to be undertaken to ensure that all teachers are genuinely engaging with the school's improvement agenda and are consistently implementing collaboratively agreed, high-yield strategies in their classrooms.

The school leadership and staff members promote a positive school culture with the clear intent of having caring, orderly learning environments and respectful relationships established.

All staff members are able to articulate an understanding of the importance of positive and caring interactions as essential to building respectful relationships. The principal has recently led the staff through a collaborative process to develop a common understanding of the school's shared beliefs regarding school expectations for their role as a teacher at the school. This process has been well received by most staff and has clarified the school's expectations for all staff. A number of staff members indicate that interacting as one school team would be welcomed.

All teachers have adopted a range of evidence-based teaching strategies throughout their teaching careers and express confidence in their ability to work effectively with students.

'The Active Participation Project' has been implemented to support the building of teacher pedagogy capability. This project provides a focus on maximising active participation of students in learning. The master teacher delivers short learning sessions to teachers. Subsequent lesson observations operate on a cycle of modelling, planning, observation and feedback. The process utilises the 'I do, We do, You do' format. Most teachers articulate using elements of the Explicit Instruction (EI) model in their daily classroom practice.

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

The principal has a vision to build a school culture of collaborative, open and shared responsibility for student learning and success that includes coaching and mentoring. The school's master teacher engages with willing teachers in a mentoring and coaching role within the The Active Participation Project. This is highly valued by the staff members engaging with the process. The master teacher indicates that there is potential to further develop collective capacity and shared responsibility for individual, cohort and school performance through fostering conversations regarding deep pedagogical change.

Teachers utilise literacy and numeracy data and their knowledge of students to plan differentiated learning experiences.

The school uses a differentiation planner to assist teachers to understand and to document the learning needs of their students. Teachers are at different stages in their ability to plan differentiated learning experiences for the range of student abilities in their classroom. Teaching staff are able to articulate strategies they are implementing to support students with learning difficulties. There is less discussion regarding strategies to differentiate for high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning.

All teachers speak with pride regarding their class achievement and the individual progress of each class member.

Teachers bring data and other evidence regarding progress and achievement for one or two students in their class to Student Data Meetings (SDM). These meetings provide a supportive forum in which classroom teachers are able to present their instructional concerns and arrive at evidence-based solutions.

Team Approach to Teaching and Learning (TATAL) sessions are held each term to enhance teacher capacity.

Teachers undertake unit planning through TATAL groups, supported by the deputy principal and master teacher. Within this process, teaching staff are guided by the deputy principal and master teacher to explore the learning intent of the unit and develop appropriate student success criteria statements. The process enhances staff member knowledge and understanding of the Australian Curriculum (AC) content descriptions and achievement standards. Teachers articulate they value the release time provided to plan their curriculum units and appreciate the support and guidance of dedicated school leaders.

2.2 Key improvement strategies

Ensure school-wide commitment to implementing the EIA that includes all teachers taking responsibility for changes in classroom practice and accepting responsibility for improvements in student learning outcomes.

Develop ways to provide more formal and informal opportunities for staff to plan, share, celebrate and learn from each other's practices to augment the strength of relationships and collegial culture across the school.

Continue to align teacher understanding and expertise in the application of EI within the pedagogy framework.

Extend The Active Participation Project to collaboratively develop a formal approach to coaching, mentoring, observation, feedback and the sharing of practice.

Further support classroom teachers in planning differentiated learning experiences for all students, including high achieving students, to ensure they are appropriately engaged, challenged and extended in their classroom learning.