Drayton State School

Executive Summary

School and Region Reviews

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Drayton State School** from **13** to **15 July 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 SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Review team

Keith Graham	Internal reviewer, SRR (review chair)
Joanne Nicholls	Peer reviewer
Andrew Helton	External reviewer

1.2 School context

Indigenous land name:	Giabal and Jarowair
Location:	Brisbane Street, Drayton
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	221
Indigenous enrolment percentage:	11.3 per cent
Students with disability percentage:	15.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	976
Year principal appointed:	2015

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Student Support (HoSS), Head of Department – Curriculum (HOD-C), Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), guidance officer, 11 teachers, five teacher aides, two school cleaners, administration officer, schools officer, four Parents and Citizens' Association (P&C) executive members, tuckshop convenor, crossing supervisor, 90 students and 26 parents.

Community and business groups:

- TeamKids Outside School Hours Care (OSHC) representative, Darling Downs Transport representative, learning officer from Cobb and Co Museum Toowoomba, Jackie Amos Landscape Architect, centre director from Goodstart Early Learning Drayton, caretaker from The Royal Bulls Head Inn – National Trust of Australia (Qld) member, Woolworths Drayton store manager and Emu Gully Adventure Education Group representative.

Partner schools and other educational providers:

- Darling Downs South West Region head of behaviour support, Lead Principal Early Years and regional Indigenous coordinator' Harristown State High School executive principal, Head of Department (HOD) and HOD-Curriculum (HOD-C), principal of Oakey State School, principal of Amaroo Outdoor Education Centre, and Darling Heights State School deputy principal representing Educators' Collective.

Government and departmental representatives:

- Federal Member for Groom, State Member for Condamine, Toowoomba Regional Council Mayor and Deputy Mayor, previous ARD and current ARD.

2. Executive summary

2.1 Key findings

The school values and promotes strong productive partnerships within the community.

School leaders foster positive relationships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students. The community speaks of an approachable leadership team and staff who are welcoming to all students and families. The school has a long affiliation with many community groups who are proud to value-add to the school. Leaders have been intentional in sustaining community connections that contribute to improved learning for students. School resources are committed to the success of these partnerships.

Staff demonstrate a strong commitment to student learning and welcome every student into their school.

The school has built an atmosphere of mutual support providing a supportive learning environment for students. Staff are committed to every student succeeding. The school's creed *'We work together with honour, for success'* endeavours to capture the significant historical roots of the school to instil the values of *'Respect, Responsibility and Safety'*. Teachers endeavour to construct learning programs that are engaging, challenging, and that allow all students to access the Australian Curriculum (AC).

Staff are united, committed and enthusiastic in their desire to improve outcomes for all students.

School leaders lead in line with the school's aspiration of preparing students for an ever-changing world. The Annual Implementation Plan (AIP) highlights student reading achievement targets, and 'A or B' and 'C and above' Level of Achievement (LOA) targets in English, mathematics and science. Teacher awareness of the specific school targets associated with these areas is yet to be apparent. School leaders articulate a need to continue to narrow the school improvement agenda to provide some clarity on school intention for staff. They express a need to develop a clear and narrow curriculum improvement agenda, with clearly defined student outcome targets, to guide the school's AIP.

School leaders understand and value the importance of developing an expert staffing team to provide the best learning opportunities for all students.

School leaders understand that student learning is maximised when teachers and support staff have expertise and confidence in their roles. The leadership team proactively supports the continual development of themselves and staff. Teachers appreciate opportunities to meet collaboratively and hold professional learning discussions. Some teachers express a preference for the school to provide additional, structured opportunities for teachers to meet and discuss Explicit Improvement Agenda (EIA) data, initiatives and practices to inform the next steps of teaching and learning, and celebrate successes.

School leaders aim to build a culture that uses data to improve and monitor progress over time.

The school places a priority on a small number of data sets including reading, behaviour and attendance. The school has created a reading data wall, and class teachers are responsible for updating their class data on this wall each term. The school uses the data wall to assist staff to obtain the 'big picture' at a glance and track the progress of students against regional reading benchmarks. Leaders and teachers articulate a need to prioritise further opportunities for Professional Development (PD) aimed at building the data literacy skills of staff to better use data to inform teaching.

The leadership team acknowledges the importance of school-wide teaching practices for improving learning outcomes for every student.

Teachers and leaders articulate an awareness that the preconditions for student learning are well-established and attention is ready to be focused on pedagogical approaches directly linked to the delivery of curriculum across the school. A culture is developing where many teachers and teacher aides feel comfortable with school leaders observing their work and providing them with quality feedback. Leaders understand the need to highlight expected pedagogical practices aligned with the EIA and implement methods to provide detailed feedback to teachers.

The school encourages and promotes a culture that is responsive to the needs of students and inclusive in practices.

Teachers refer to the broad ability range of students in their classes and outline their different social and emotional needs. Parents acknowledge the school's commitment to providing differentiated support, particularly for vulnerable and at-risk students. Teachers are able to articulate the level of differentiation strategies used in their classrooms. Evidence-based approaches for quality differentiation are yet to be consistently embedded in all classrooms. Some staff understand that differentiation is an ongoing priority for the school and express a commitment to further developing their ability to deliver more highly differentiated teaching.

The school provides a holistic approach to support social, emotional and academic learning.

The values and strategies of the Positive Behaviour for Learning (PBL) approach have been utilised to meet a range of student behaviour, learning and support needs. This approach was recently recognised by an invitation for the school to present at the state-wide PBL conference. Classrooms are calm and orderly and students are ready to engage and learn. Students speak positively of their teachers and feel supported in the learning process. Classrooms are welcoming places in which to learn and teachers take pride in the presentation of these environments.

Staff are eager to remain professionally contemporary, embrace change and keep moving the school forward.

School staff understand the need to model professional standards and build quality relationships within the school community. Teachers are committed to continuous improvement and value the opportunity to work together and learn from each other. A strong culture of collaboration and teamwork is apparent across the staffing team. Staff members speak positively of the leadership team and the support provided. The leadership team proactively supports the continual development of themselves and staff, and work to attract and retain the highest quality staff at the school.

2.2 Key improvement strategies

Develop a clear and narrow curriculum improvement agenda, with clearly defined student outcome targets, to guide the school's AIP.

Provide additional structured opportunities for teachers to meet and discuss EIA data, initiatives and practices to inform the next steps of teaching and learning, and celebrate successes.

Provide opportunities for structured, in-depth data conversations using a range of data, including formative and summative data sets, aligned with the EIA to ensure continuous improvement of student outcomes and building staff data literacy skills.

Utilise feedback mechanisms to provide detailed feedback to teachers on their practice to gauge the consistency, quality, and embeddedness of expected pedagogical practices aligned to the EIA.

Enhance teachers' capability in delivering high-quality, evidence-based, in-class differentiation across the AC.