



School Improvement Unit Report

Drillham State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at **Drillham State School** from **9 to 10 August 2016**. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Jardine Street, Drillham
Education region:	Darling Downs South West Region
The school opened in:	1899
Year levels:	Prep to Year 6
Current school enrolment:	29
Indigenous enrolments:	3 per cent
Students with disability enrolments:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1026
Year principal appointed:	2004
Number of teachers:	2.2 (full-time equivalent)
Nearby schools:	Dulacca State School, Miles State School, Miles State High School
Significant community partnerships:	Playgroup, Miles Cluster of Schools
Significant school programs:	Before school morning program, after school athletics training, gardening program, cooking program, Morning Fitness, Handwriting, Individualised spelling program



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Teaching principal
 - Two teachers
 - Two specialist teachers
 - Three teacher aides
 - Nine students
 - Six parents
 - Principal of Miles State High School
 - Principal of Wandoan State School Prep – Year 10

1.4 Review team

Peter Cooper	Internal reviewer, SIU (review chair)
Susan Cannon	Peer reviewer



2. Executive summary

2.1 Key findings

- The school principal and staff members have established and are driving a strong improvement agenda which is grounded in research and evidence-based practice.

The school principal and all staff members are united, committed to and explicit regarding their core objective to improve learning outcomes for all students in the school. All staff members, led by the principal, take a child centred approach to understanding the achievement levels of all students and responding to their needs.

- School staff members place a high priority on collecting a wide range of systematically collected student learning data from standardised assessments and classroom assessments.

Data is analysed and discussed regularly by the classroom teachers to monitor individual student progress, particularly in relation to weekly assessments in sight words, number facts and spelling. Analysis of the data informs learning programs for individual students in these areas. Data analysis is also used to identify school priorities. Well defined protocols identifying data cycles and processes for data analysis are developing and yet to be fully documented.

- The school is driven by a deep belief that every student is capable of successful learning. Every student is regarded as an individual with a unique disposition and worthy of care and individualised attention. Staff members demonstrate a belief in the fact that this individualised approach allows students to realise their potential.

There is clear evidence that all students and staff members have a sense of belonging, parents are welcomed and staff members, students and parents speak highly of the school. The work of staff members in establishing positive relationships within the school is consistently acknowledged by students, staff members and parents.

- The school takes a creative and strategic approach in the allocation of human, physical and financial resources to support the Explicit Improvement Agenda (EIA) and learning outcomes for all students.

The principal has made a long term commitment to allocate human resources to ensure the provision of two classes with classroom teachers. This allows ongoing integrity in delivery and vertical integration of the curriculum to a Prep to Year 2 multi-age class and a Year 3 to Year 6 class through multi-age units of work.

- Staff members are committed to the continuous improvement of their teaching. The school has a culture of collaboration and teamwork to promote student learning.

Teachers and teacher aides welcome constructive feedback. An informal model of coaching and feedback is evident and a formal mentoring or coaching framework is yet to be established.



- The principal and staff members place a high priority on ensuring that day to day teaching identifies and addresses individual learning needs.

This is realised through ability levelled groups in priority areas and ongoing in-class formal and informal monitoring of student learning. Data is used to monitor progress and identify gaps in learning specific to the individual as well as the whole group in priority learning areas. Strategies to appropriately engage high performing students are developing as are planned strategies to extend student use of tier three, technical language to allow these students to demonstrate standards of achievement at an A level.

- The principal and staff members recognise that highly effective teaching is the key to improving learning throughout the school.

Key pedagogical practices are captured in a range of documents including 'School Methodology of Teaching' and other documents referencing a range of research-based practices including Bloom's Taxonomy, Dimensions of learning, Age Appropriate Pedagogies Conceptual Framework. The link between these documents and the school pedagogical framework is unclear.



2.2 Key improvement strategies

- Collaboratively develop and communicate to the whole school and wider community, a sharp and narrow improvement agenda which identifies priorities with associated strategies, timelines, achievable and measurable targets, monitoring and appropriate budget.
- Collaboratively review the current school-wide assessment and monitoring schedule for the collection of student data including systemic, diagnostic and learning area assessments. Further develop staff member skills and knowledge in data collection and analysis.
- Collaboratively develop, embed and communicate a school-wide pedagogical framework which integrates all elements of current and planned practice.
- Develop strategies to extend high performing students allowing them to demonstrate high achievement standards.