

# Drillham State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Drillham State School** from **4 to 5 November 2021**.

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

Ray Bloxham

Internal reviewer, EIB (review chair)

Kim Robinson

Peer reviewer



## 1.2 School context

<b>Location:</b>	Jardine Street, Drillham	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	36	
<b>Indigenous enrolment percentage:</b>	5.6 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	nil
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1036	
<b>Year principal appointed:</b>	2004	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two classroom teachers, two specialist teachers, two teacher aides, two administrative assistants, cleaner, six parents, 16 students and two executive members of Parents and Citizens' Association (P&C).

Community and business groups:

- Vice president of Drillham Hall and Recreation Committee.

Partner schools and other educational providers:

- Principals of Condamine State School, Guluguba State School and Miles State High School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2021
Headline Indicators (April, 2021)	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan for Students	School based curriculum, assessment and reporting framework
School Opinion Survey	



## 2. Executive summary

### 2.1 Key findings

**The school strives to provide a personalised educational experience for all students.**

Staff seek to meet the learning needs of all students, and in response a range of programs and approaches is undertaken across the school. Staff members focus on implementing processes and practices to effectively cater for all students to improve learning outcomes. Learning environments and classrooms are calm, organised and conducive to student success.

**The school promotes and maintains an environment reflective of its clear expectation that every student will learn successfully.**

Classrooms are welcoming and well organised. A range of visual posters and displays is apparent in classrooms in addition to other visual artefacts that are designed to enhance the learning environment and support positive behaviour choices. The school has an attractive and stimulating physical environment that supports and encourages learning. The grounds are well maintained and staff articulate pride in the continuous efforts made to ensure the school is clean, tidy and visually appealing for students, staff, parents and the community.

**Staff are committed to delivering the curriculum through pedagogical approaches and strategies that engage all students in learning.**

The school has developed a pedagogical framework that outlines school procedures, practices and strategies for teaching, differentiating, monitoring, assessing and moderating. This is expressed as pivotal in setting high expectations for every student's progress. Consistency and alignment of teaching practices within the school and the pedagogical framework are developing.

**A strong level of professional commitment and collegiality by staff members is apparent across the school.**

Staff prioritise the continuous improvement of their professional practice and focus on the development of knowledge and skills required to improve student learning. The principal recognises that the development of staff expertise in priority areas is central to improving student learning outcomes.

**Teaching staff monitor and adjust teaching practices in response to student achievement and learning needs.**

Small group and focused teaching is an established process in the school's multi-age classrooms. Priority is given to developing the capacity of all staff to extend their knowledge and understanding through in-school moderation processes. The principal acknowledges the processes regarding tracking and monitoring all students' progress, and measuring this progress against the standards of the Australian Curriculum (AC), school and regional benchmarks, are to be refined.



**Staff members articulate success stories for individual students and their learning.**

Staff members express a clear understanding of the current Explicit Improvement Agenda (EIA) and a commitment to achieving the anticipated improvements in student learning outcomes. Refining targets relating to improvement in relation to the EIA is a focus for further development. Staff indicate confidence in and support for the leadership provided by the principal towards ongoing school improvement.

**A succinct and accurate Curriculum Assessment and Reporting Plan (CARP) is established at the school.**

The school uses teachers' knowledge of the AC and the standards to track student achievement in student folios. Deepening the understanding of the general capabilities and cross-curriculum priorities and how they can be used to promote challenging and engaging learning opportunities is developing.

**Staff members are committed to ongoing school improvement.**

The principal recognises that the development of staff expertise in priority areas is central to improving student learning outcomes. Teacher aides articulate the belief that classroom teachers view them as partners in supporting student learning and wellbeing. All staff articulate a collegial culture and sense of connectedness to the school and each other. Staff work in partnership to deliver the curriculum and learning interventions for students.

**Parents articulate high levels of satisfaction in relation to the quality of their child's education.**

Parents express appreciation for the amount of individual attention students receive and are encouraged by the level of interest displayed by all staff in supporting the success of every student. They express that they feel well informed in relation to how their child is progressing in learning and acknowledge the school's focused efforts to keep them informed.



## 2.2 Key improvement strategies

Ensure the school's pedagogical framework encompasses agreed teaching practices, informs curriculum planning and is consistently implemented in classrooms by all staff.

Develop and implement a collegial engagement plan that documents agreed processes for professional capability building for school staff.

Further refine the whole-school approach to differentiated teaching and learning to support all students.

Further refine the EIA targets relating to student achievement and continue to systematically evaluate initiatives for their effectiveness.

Continue to monitor and map P-6 Curriculum models and refine the AC standards across the cycles for all subject areas as required.