

Drillham State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by Reviews and School Improvement (RSI) through community consultation.

Acknowledgement of Country

We acknowledge the shared lands of the Burunggam nation and the Burunggam people of the Burunggam language region.

About the school

Education region	Darling Downs South West
Year levels	Prep to Year 6
Enrolment	39
Aboriginal students and Torres Strait Islander students	7.6%
Students with disability	7.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1029

About the review

 2 reviewers from 8 to 9 October 2025	 35 participants	 10 school staff
 16 students	 6 parents and carers	 3 community members and stakeholders

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and RSI validation.

Domain 6: Leading systematic curriculum implementation

Sustain support processes for the implementation of the Australian Curriculum (AC) to ensure all students have access to their full curriculum entitlement aligned to the K–12 curriculum, assessment and reporting framework (K–12 Framework).

Refine the whole-school approach to the teaching of reading to inform consistent practices aligned with the Reading Position Statement.

Domain 3: Promoting a culture of learning

Refine behaviour support processes to promote a consistent school-wide approach for maximising student engagement and learning, and maintain the positive learning culture.

Domain 1: Driving an explicit improvement agenda

Align staff professional development (PD) opportunities with school priorities to improve expertise in supporting the implementation of the Explicit Improvement Agenda (EIA).

Key affirmations



Parents and students highlight the responsive and personalised approach of staff as key factors in maximising learning for all students.

Parents praise the differentiated, student-centred approach of staff towards personalising learning to maximise student engagement. Students speak authentically about the positive relationships between staff and students, and appreciate the individualised adjustments implemented to support their success. Parents and students speak of how the school's commitment towards fostering positive relationships supports student learning. Staff convey they know the individual backgrounds and needs of their students and actively adjust their practice to ensure each student is well supported.



Parents, students and community members speak appreciatively of the school's organised and well-resourced learning environments, which support staff to provide students with rich learning experiences.

Parents express they appreciate how the structured and prepared learning environment encourages successful student achievement and positive engagement. Playgroup parents articulate the school's weekly playgroup is instrumental in preparing children for learning and speak positively of the structured activities and supportive staff. Students voice they appreciate and value the range of learning opportunities available in and out of the classroom. Parents and staff highlight how the principal leads in an orderly and deliberate manner, with processes to support parents, students and staff.



Students, parents and staff describe how the positive school culture supports students to maximise their learning potential.

Students describe their school and classroom as a calm learning environment where they feel safe and supported. Staff speak of setting high expectations for students to enhance learning and how 'doing the right thing' is the expectation for all students. Students remark how these expectations guide their interactions with adults. Visitors describe students as polite and respectful.



The principal and staff speak proudly of their strong collegiality and united sense of team, which promotes high levels of staff morale.

Staff express their commitment to the school and to working together to support the learning outcomes of all students. They describe how their principals' approachability, hard work and dedication fosters a sense of trust and 'buy in' amongst the team. Staff praise the supportive nature of their colleagues and how the team ethos makes 'coming to work enjoyable'. The latest School Opinion Survey (SOS) shows staff morale is at 100%.