Durack State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Durack State School** from **30 May to 1 June 2017**.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Lisa Morrison	Peer reviewer
Pat Cavanagh	Peer reviewer
Frank Schoonderbeek	External reviewer

1.2 School context

Location:	Inala Avenue, Durack
Education region:	Metropolitan Region
Year opened:	1960
Year levels:	Prep to Year 6
Enrolment:	592
Indigenous enrolment percentage:	10 per cent
Students with disability enrolment percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	934
Year principal appointed:	2009
Full-time equivalent staff:	39
Significant partner schools:	Inala State School, Richlands East State School, Serviceton South State School, Glenala State High School
Significant community partnerships:	AUSENCO 'Books in Homes' program, Mission Australia, Salvation Army, Inala Wangarra, Inala Elders, Kummara Indigenous Health, Queensland Health (Inala), Police Citizens Youth Club (PCYC), Durack Crèche and Kindergarten (C&K), Blue Fin Fishing Club
Significant school programs:	**University/Business Programs**: Science in residence - University of Queensland (UQ), Engineers Program, Launch into Life at Logan - Griffith University, STEM (Science, Technology, Engineering Mathematics)/Writing & Indigenous program - Australian Catholic University (ACU) **Intervention programs** - Story Bridge, Story Club, MiniLit, MacqLit **Multicultural Activities** – National Aborigines and Islanders Day Observance Committee **(**NAIDOC) Day, multicultural week, cultural dance program **Extension Programs** - Impact Boost Course – Reading Minds, Solid Pathways, Robotics & Coding, Research & Debating, Sporting Schools **Social and emotional programs** - chaplaincy program, friendship club, celebration days, garden club **EQI International**

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), master teacher, Head of Curriculum (HOC), two Speech Language Pathologists (SLP), Business Services Manager (BSM), numeracy coach, two guidance officers, Support Teacher Literacy and Numeracy (STLaN), two English as an Additional Language or Dialect teachers (EAL/D), 26 classroom teachers, teacher librarian, German language teacher, four Special Education Program (SEP) teachers, 18 teacher aides, schools officer, three administration officers, school chaplain, three Parents and Citizens' Association (P&C) representatives, two tuckshop convenors, numeracy committee, School Wide Positive Behaviour Support program (SWPBS) committee, English committee, four school captains, 41 parents and 102 students.

Community and business groups:

- Indigenous elder, representative from Hear and Say and Indigenous health worker.

Partner schools and other educational providers:

- Principal of Glenala State High School and C&K co-ordinator.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014 -2017
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	OneNote curriculum documentation
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum framework	School cohort data profiles

2. Executive summary

2.1 Key findings

The school has established a strong sense of belonging for all members of the school community centred on the school's 'dragon' mascot.

There is a positive tone in the school that reflects the school-wide commitment to purposeful learning. Classrooms reflect this and present as calm, productive learning environments where teachers effectively manage behavioural, attendance and engagement challenges. The School Wide Positive Behaviour Support (SWPBS) program is well embedded and is highly valued across the school community.

Staff members demonstrate an understanding of the backgrounds students come from and recognise the importance of positive and caring relationships to successful learning.

Students present at the school with a range of complex needs including a variety of social, emotional, behavioural and learning needs. Staff members commit to building mutually respectful relationships with students and their families.

Classroom teachers work hard to create and maintain classroom environments that are supportive of students and conducive to learning.

Staff members are enthusiastic and positive regarding their role. They take pride in accepting, supporting and encouraging the learning, social and emotional development of students. Classrooms are vibrant learning environments featuring visible signage associated with classroom rules and displays linking to productive learning strategies.

The school team is committed to improving learning outcomes for all students.

An Explicit Improvement Agenda (EIA) is developed that articulates improving outcomes in literacy and numeracy for all students, building teacher capacity to implement effective teaching and learning programs and implementing a whole-school intervention process. Some teachers are able to articulate the elements of the school's improvement agenda. A range of responses is provided by teachers regarding their understanding of expected strategies for implementation. A narrowing and sharpening of the school's EIA to ensure there is a common understanding of key priorities, strategies for implementation and targets for improvement is yet to occur.

Data is utilised throughout the school to monitor growth in student learning across the years of schooling.

The school is implementing a systematic plan for the collection and use of a range of student achievement data. The ability of teachers to understand class data, and respond to the implications for differentiation, is developing across the school. The principal indicates the need for teams of teachers to meet regularly to discuss individual, class and cohort data. It is envisaged that this process will develop into a case management process where teaching teams engage in critical reflection of individual student data and collaboratively develop strategies for improvement.

The school's leadership team and teaching staff are committed to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

Methods for planning curriculum units vary across the school. Some year level teams meet regularly to plan and discuss curriculum. Some year levels commence the planning process by considering the AC and other year levels utilise Curriculum into the Classroom (C2C) units as their primary guide for curriculum unit development. The school's leadership team recognises the need to provide time for teaching teams to meet to collaboratively plan curriculum units, with the support of the Head of Curriculum (HOC), and align these units to the content descriptions and achievement standards of the AC.

All school staff members believe that improvements in teaching lead to improvements in student learning.

The leadership team is focused on pedagogical models utilising Explicit Instruction (EI) with high expectations for teachers to deliver effective pedagogical practices. A pedagogical overview provides teachers with a guide to support their planning processes. This framework is not yet regularly referred to in conversations regarding planning. Teachers report varying levels of understanding and application of this framework in their classroom teaching. A review of the school's pedagogical framework and its implementation with classroom teachers is yet to be undertaken.

The school promotes its diversity and actively seeks to engage every child, every day, for every need.

To meet the needs of the broad diversity of students and provide differentiation more efficiently, year level classes are formed into like ability groups. Comprehensive data sets across all cohorts allow teachers at each level to identify and understand each student's learning needs from the first day of school. A reliance on intervention and extension programs external to the classroom as the basis for differentiation is apparent. Further work to ensure that differentiation is a feature of every teacher's planning and practice is yet to be undertaken.

Parents highly commend the community spirit and support the school has fostered over many years.

The school community enjoys a rich and proactive range of services, valuable partnerships and local support groups. The school has developed, maintained and fostered long term partnerships with local service providers, health organisations, Indigenous organisations, government services, local businesses and parents and families. These partnerships are instrumental in developing the learning and social/emotional wellbeing of students and their families.

All staff members are dedicated to improving literacy and numeracy outcomes for all students.

Staff members articulate a genuine belief that all students can learn and be successful. Staff members are well supported by members of the leadership team in developing curriculum for their students. This is particularly apparent with the hands-on work of the HOC, master teacher and numeracy coach. Many parents and members of the wider community express the view that the professionalism and dedication of staff members are strongly valued within the community.

2.2 Key improvement strategies

Develop a narrow and sharp focus for the school's improvement agenda to support classroom teachers to embed collaboratively agreed teaching strategies.

Build a culture of self-evaluation and reflection that enables genuine ownership of outcomes by teachers and students, and explores strategies for continuous improvement through case management processes.

Provide opportunities for teams of teachers to collaboratively develop and regularly review curriculum units to ensure strong alignment with the rigour and intent of the AC.

Review the school's pedagogical framework to ensure all teachers have a clear understanding of high-yield strategies for consistent implementation in all classrooms.

Ensure that differentiation is a feature of every teacher's planning and practice.