

# Durack 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 **Durack State School** from **9 to 11 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)
Jo Sinclair-Jones	Peer reviewer
Bob Cole	External reviewer



## 1.2 School context

<b>Location:</b>	Inala Avenue, Durack	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	682	
<b>Indigenous enrolment percentage:</b>	10.8 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	9.3 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	24.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	942	
<b>Year principal appointed:</b>	October 2021 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), numeracy coach, guidance officer, two Speech Language Pathologists (SLP), occupational therapist, 41 teachers, teacher librarian, two Business Managers (BM), four administration officers, 18 teacher aides, 58 students and 36 parents.

Community and business groups:

- Nurse unit manager of Inala Child Health, playgroup coordinator of Save the Children, director of Childcare and Kindergarten (C&K) Durack Community Kindergarten, community resource officer of Inala Wangarra, and Healthy Choices.

Partner schools and other educational providers:

- Principal of Glenala 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 2018-2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
School Opinion Survey	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
Student Profiles	School newsletters and website
School based curriculum, assessment and reporting framework	Student Code of Conduct



## 2. Executive summary

### 2.1 Key findings

#### **Collegiality, positivity and support are clearly apparent amongst staff members.**

Leaders and staff aspire to realise the school's vision for students every day. Parents identify the school as a source of community pride and praise the work of the principal and staff members. Parents comment positively on the levels of communication established by the teaching staff and the principal through email, newsletters and in person.

#### **The staff team presents as a cohesive and unified group.**

School leaders speak with confidence that help is always nearby for any staff member who requires any form of support. School Opinion Survey (SOS) and other anecdotal data strongly supports the notion that staff, students and parents feel safe and well supported in this school. School leaders express confidence in the staff team sharing a vision of high expectations where teachers are focused on helping every student to reach their potential, where every teacher is an expert in their field, trusting in their colleagues and open to new learning. Teachers express appreciation for the professional freedom they are afforded by school leaders, with recognition that consistent classroom practice is key to whole-school success.

#### **Students identify as 'Durack Dragons'.**

The school provides a positive, supportive learning environment in order for students to realise the school's Dragon Creed – *'Dragons are safe respectful learners. Every day every dragon counts. Every Dragon can be a high achiever'*. Dragon artefacts are highly visible as motivation for students and recognised broadly within the wider community.

#### **Staff articulate an understanding of the school's strategic agenda.**

Staff speak enthusiastically in regards to their commitment to students and student learning. Most staff are able to articulate writing as the school's key focus area. Some staff and parents are yet to clearly identify the school's priorities. Leaders recognise the need for further clarification and precision of the school's Explicit Improvement Agenda (EIA) and the need for increased communication in relation to the EIA with the school community.

#### **School leaders are working to build clarity, consistency and intellectual rigour into year level curriculum planning activities.**

School leaders acknowledge that staff understanding of planning, assessment, moderation and reporting requirements of the Australian Curriculum (AC), and the importance of building high expectations of intellectual rigour into the school's curriculum, varies. Teachers express an appreciation of, and desire for, further opportunities to collaborate with school leaders and their peers in curriculum processes.





**School leaders recognise that highly effective teaching is the key to improving student learning across the school.**

Leaders articulate the desired outcome of the school's pedagogical approach is to further strengthen teachers' understanding, ownership and investment in their practice. Leaders express their intention to bring further clarity to teaching practice through shared high expectations for student learning, and consistent implementation of agreed high-yield teaching strategies.

**Staff speak positively regarding the diversity of the student population.**

The school implements a variety of models to support the full range of students enrolled at the school. Significant numbers of students are currently withdrawn on a regular basis for the purpose of intervention. Staff express a desire to explore more inclusive in-class support and intervention for students with identified needs.

**Staff, students and parents express a sense of pride in and belonging to the school.**

The school maintains a strong connection and sense of identity with families and community members that is reflected in the school's culture. Parents and community members speak highly of staff and the level of support they provide. The tone of the school is supportive and caring, with a strong sense of community. Staff, students, parents and community members are made to feel comfortable and welcome.

**The school environment reflects its history and growth over time.**

The grounds are inviting and provide ample space for learning and outdoor activities. School grounds are neat and tidy, and classrooms present as welcoming learning environments for students. Staff members and parents comment on the attractiveness of the school. Class teachers arrange their classroom environments to present as inviting spaces in which to learn. Learning spaces are organised to allow for whole-class, small group and individual work. These physical resources are well utilised to support student learning.



## 2.2 Key improvement strategies

Enhance the precision of the school's EIA to support classroom teachers to embed collaboratively agreed teaching practices, and communicate priorities, targets and timelines to the school community.

Develop and implement Quality Assurance (QA) processes to build clarity, consistency and intellectual rigour into year level curriculum planning activities.

Collaboratively clarify the school's signature pedagogical practices, aligned to the EIA, and ensure consistent implementation across the school to support the enactment of the AC.

Collaboratively create a whole-school approach to differentiated teaching and learning, with a clear focus on inclusive practices for all students.