

# Darra State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team .....	3
1.2 School context .....	4
1.3 Contributing stakeholders .....	5
2. Executive summary .....	6
2.1 Key findings .....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Darra State School** from **10 to 14 March 2022**.

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.

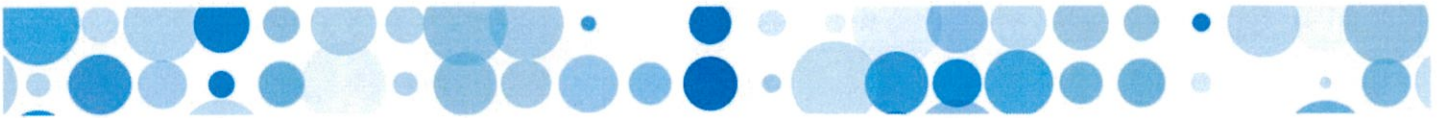
The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Leah Mullane	Internal reviewer, EIB (review chair)
Noel Baggs	Internal reviewer
John Wessel	External reviewer





## 1.2 School context

<b>Indigenous land name:</b>	Yuggera
<b>Location:</b>	Winslow Street, Darra
<b>Education region:</b>	Metropolitan Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	249
<b>Indigenous enrolment percentage:</b>	5.64 per cent
<b>Students with disability percentage:</b>	9.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	948
<b>Year principal appointed:</b>	Term 1 2022 – acting



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, substantive principal, Business Manager (BM), guidance officer, administration officer, Head of Department – Curriculum (HOD-C), chaplain, two cleaners, facilities officer, six teacher aides, 19 teachers, 74 students and 35 parents.

Community and business groups:

- Two Parents and Citizens' Association (P&C) executives and Darra Community Group Representative.

Partner schools and other educational providers:

- Centenary State High School resource centre manager, principal of Jamboree Heights State School, Manager of Scotts Road Child Care Centre Outside School Hours Care (OSHC), treasurer of Vietnamese Language School, Darra Jindalee Parish OSHC and Head of Special Education Glenala State High School.

Government and departmental representatives:

- Councillor for Mount Ommaney and Lead Principal.

## 2. Executive summary

### 2.1 Key findings

**Parents, students and teachers describe the relationship between members of the school community as caring and nurturing.**

School leaders widely promote a culture of high expectations for themselves, their staff and students through their whole-school vision. The school's motto of '*Steering a course together*' is reflected in the school's culture and commitment to improving the learning and wellbeing outcomes for students. Teachers are viewed as well-respected and committed professionals who are receptive to communicating student learning and any issues affecting that learning. Parents articulate that the school's culture enables students to feel a sense of belonging. Staff are proud to openly express that students are valued and wellbeing is nurtured.

**Stakeholders within the school community recognise that cultural diversity is a valued feature of the school.**

Parents describe a positive 'family feel' at the school. They articulate that staff communicate with them regarding their child's learning in a caring and supportive manner. Parents articulate that teachers' strong connections to students, making them feel safe and respected, is the reason for the school being their school of choice. The broader school community expresses valuing the commitment and support staff members demonstrate for students. School leaders express the belief that teachers' understanding of student diversity within their classrooms is commendable.


**The leadership team and staff members are dedicated to the ongoing improvement of the school.**

The school's vision of '*As individuals and as a community, we aim to become successful, inspired lifelong learners and global citizens*' is articulated and enacted in the actions of staff members. The school's Strategic Plan 2020-2023 outlines three key improvement priorities for engaged students, a great start and students being valued. The principal describes the Explicit Improvement Agenda (EIA) for the current year as 'every student succeeding through quality teaching of literacy and wellbeing'. An understanding of their roles, responsibilities and accountabilities and the strategies and actions for enacting the EIA is yet to be articulated by all staff members.

**School leaders articulate the importance of high quality curriculum delivery to support student academic improvement.**

A whole-school plan is developed for the provisioning of curriculum to clearly detail for teachers which learning areas will be covered and when. The year level plans indicate for teachers which elements of the achievement standards will be assessed within each unit. Teachers within a multi-age classroom setting align their achievement standards across year levels as part of the planning process. Teachers complete the school's inquiry planner with support from the Head of Department – Curriculum (HOD-C) to document elements of how





units will be implemented across the term. The HOD-C acknowledges the need to further develop the school's unit planning processes in alignment with the P-12 curriculum, assessment and reporting framework (P-12 CARF) expectations, for consistent and rigorous practices in planning for curriculum units, including multi-age units.

**The leadership team articulates the view that the development of staff capability is a key factor in improving student outcomes across the school.**

Teachers speak positively of the range of professional support provided by school leaders. They reference opportunities for teachers to plan collaboratively with the HOD-C to grow the professional skill and knowledge necessary to effectively enact a classroom curriculum that meets the needs of students. They acknowledge the ongoing support provided by the Positive Behaviour for Learning (PBL) coach and the inclusion teachers to assist them to cater for the range of student needs in their class. They express the value of individual data conversations with the principal to assist them to develop and understand the needs of their class and students. An instructional leadership capability model that supports all current school leaders and aspiring leaders to develop capability across the school is yet to be apparent.

**School leaders articulate the importance of utilising data to determine the needs of students and inform future practices.**

Teachers utilise a range of data sets within their classroom throughout the year to develop an understanding of current student needs and future areas for development. Some teachers discuss the use of reading data to inform future reading group goals, and to identify decoding and comprehension skills for targeted teaching. Some teachers indicate the literacy continuum as a key data collection tool for developing individual student goals. Processes for utilising student academic data to reflect on the implementation of curriculum units and inform future teaching and learning practices are yet to be consistently implemented across classrooms.

**Teachers are dedicated to utilising a range of effective teaching practices to drive student learning outcomes.**

The leadership team identifies a range of key practices referenced in the pedagogical approach as drivers for the school. Teachers articulate using a range of strategies including differentiated and explicit teaching, intensive teaching, using groups and identifying learning goals. Teachers acknowledge a range of beliefs and approaches to their instructional practice and some express a willingness to refine their pedagogy to ensure a more aligned approach. The leadership team indicates an intention to review the school's pedagogical approach and practices, with the aim of identifying agreed high impact teaching strategies to be implemented consistently across the school.



**PBL is identified as an area of importance in developing a safe and supportive school culture.**

The school has four core expectations of *'Be Respectful, Be a Learner, Be Safe and Be Resilient'*. School leaders express the belief that these expectations are integral in supporting the school vision. They articulate that these expectations are central to the development of the Student Code of Conduct, with the aim of helping shape and build the skills of all students to be confident, self-disciplined, thoughtful and empathetic. Education Support Staff (ESS) and inclusion teacher time is determined based on the needs of students within classrooms, and allocated for support. Staff, students and parents articulate an understanding of the whole-school PBL approach and how it supports and celebrates positive student behaviour.

**Staff members articulate a strong sense of collegiality amongst the staff team and describe a supportive and engaging working environment.**

School leaders and teachers are united in the vision for school improvement and are dedicated to supporting all students to succeed. Some staff members describe the school as 'like a family'. Staff members and families indicate a sense of trust in the school leadership for maintaining and improving the high expectations for learning, behaviour and wellbeing. Staff members express that one of the strengths of the school is the collegiality and personal professional support provided by colleagues. A sense of pride is shared amongst staff, students and families.





## 2.2 Key improvement strategies

Collaboratively develop a sharp and narrow plan for the enactment of the EIA with clear alignment of actions and strategies for implementation within timelines and roles, responsibilities and accountabilities for all staff members.

Develop a whole-school approach to the planning and implementation of curriculum units, with alignment to the P-12 CARF and coverage of the Australian Curriculum (AC), including multi-age units.

Collaboratively develop and implement an instructional leadership capability model that supports all current school leaders and aspiring leaders to build capability across the school staff community.

Strengthen teacher capability in academic data analysis to reflect on practice and inform future teaching and learning.

Collaboratively review the school's agreed pedagogical approaches and practices, providing ongoing professional learning opportunities and experiences to strengthen and embed teaching practice.

