Background:
Durack SS is located in the Metropolitan Education Region. The current Prep – Year 7 enrolment is 513 students which reflects significant cultural diversity. Durack SS is currently a Low Socio-Economic National Partnership school. Principal, Beth Petersen, was appointed in 2009.

Commendations:
- Since the last Teaching and Learning Audit there has been improvement in An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, Targeted Use of Resources, An Expert Teaching Team and Effective Teaching Practices.
- There is a strong and optimistic commitment by staff members to the school improvement strategy and an expressed community confidence in the school leadership team.
- School Wide Positive Behaviour Support (SWPBS) has established an effective platform for productive teaching and successful learning.
- Explicit instruction is seen as a whole school pedagogical practice central to the development of staff members as a coherent teaching team focused on improving student learning outcomes.
- Targeted human resource deployment maximises effective teaching and student learning in reading and mathematics. The skilled contribution of teacher aides is highly valued.
- An extensive range of special needs programs and support services provide negotiated intervention programs that cater for the differential learning needs of targeted students.
- A strong collegial culture has been established, with teachers committing to ongoing professional learning. Collegial mentoring and feedback structures focus on improving classroom teaching.

Affirmations:
- Central to the school's improvement agenda is a shared belief that reliable data is crucial when measuring the valued added to each student’s achievement outcomes.
- Literacy and numeracy are whole school curriculum priorities addressing the identified needs of a diverse student population. Oral language, early intervention and individual programs support a significant group of enrolled students who have English as a Second Language (ESL).
- Personal performance planning, capability development and professional learning are central to the development of a self-reflective culture focused on improving classroom teaching.
- Teachers routinely share assessment expectations with students and use criteria sheets when making judgements and providing feedback on student achievement.
- Stimulating learning environments contribute to a positive student attitude and motivate learners.
- Parents and the school community are encouraged to take a genuine and close interest in their child’s education and the activities of the school.

Recommendations:
- Strengthen the explicit improvement agenda by establishing targets and timelines to measure, communicate and celebrate student progress within the school community.
- Continue to build data literacy skills so that staff members have a sophisticated understanding of data concepts when setting individual student targets and monitoring improvement in achievement.
- Review the school curriculum plan to address all key learning areas (KLAs) while ensuring horizontal and vertical alignment so there is continuity and progression of learning across the multi-age structure.
- Enhance current processes that link the analysis of student assessment data with recording adjustments to teaching programs so as to address the differentiated learning needs of students.
- Explore how higher order thinking can be embedded in teaching practice in all KLAs.
- Strengthen current processes for the identification of student learning goals through linkages to regular, timely and effective feedback to students.