



School Improvement Unit Report

Yandina State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Yandina State School from 19 to 21 July 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	School Road, Yandina
Education region:	North Coast Region
The school opened in:	1889
Year levels:	Prep to Year 6
Current school enrolment:	250
Indigenous enrolments:	14 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	962
Year principal appointed:	2012 (acting)
Number of teachers:	13.5 (full-time equivalent)
Nearby schools:	North Arm State School, Coolum State School, Burnside State High School, Nambour State College
Significant community partnerships:	2/14 th Australian Infantry Battalion Queensland Branch, Harmony Rainforest Project—State Government Everyone's Environment Grant, Davenco Environmental Pty Ltd , Nambour Yandina United (NYU) Soccer Program, Outside School Hours Care (OHSC)-Helping Hands
Significant school programs:	Extracurricular programs—guitar club, computer club, school vegetable garden, sporting programs , coaching clinics, chaplaincy programs, surfing program, coding program—Year 5 winner of 2016 Entrepreneurs of Tomorrow grant for coding and robotics, transition programs—high school and Step Into Prep



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Head of Curriculum (HOC), student services officer, inclusion teacher and Support Teacher Literacy and Numeracy (STLaN)
 - Administration officer (AO)
 - Guidance officer, three specialist teachers, 11 teachers and four teacher aides
 - Chaplain and C&K director
 - Local high school representative
 - Occupational Health and Safety Coordinator (OHSC)
 - Cleaner and schools officer
 - 29 parents and 60 students
 - Three Parents and Citizen's Association (P&C) members and three community representatives
 - State Member for Nicklin, Mr Peter Wellington

1.4 Review team

Alison Welch	Internal Reviewer, SIU (review chair)
Jenny Hart	Internal Reviewer, SIU
Lesley Vogan	Internal Reviewer, SIU



2. Executive summary

2.1 Key findings

- The school leadership team is committed to improved learning outcomes for all students in the school.

A united and positive team of staff members pursue opportunities to enhance the education of all students. The school staff is implementing an improvement agenda which focuses on improving reading, differentiation and student attendance.

- The principal, staff members, parents and community members acknowledge the improvement to the culture of the school in recent years.

The school is driven by a belief that every student can learn, be successful. There is a culture of building high expectations apparent across the school. All interactions between staff members, students, parents and families are positive, caring and inclusive. The school climate is optimistic and staff morale is high.

- The improvement agenda is reflected in the 2016 Annual Implementation Plan (AIP).

Strategies for the implementation of each of these improvement areas, along with general targets and broad timelines, are outlined in the school's AIP. Rigorous monitoring processes are yet to be implemented by the leadership team to ensure agreed practices relating to the improvement agenda are occurring in all classrooms across the school.

- The principal is using focused individual curriculum conversations with teaching staff and sector meetings to build a culture of self-evaluation and reflection across the school.

Teachers articulate utilising data to group students and set some learning goals. The rigour and depth of teachers' ability to analyse class and student data for self-evaluation and reflection, and the implications for differentiation, is developing across the school.

- The Australian Curriculum (AC) is delivered for English and mathematics. Curriculum planning meetings focus on the development of English and mathematics units.

Science, history, geography, health and physical education are taught using the Curriculum to the Classroom (C2C) resource units. Formal monitoring of these curriculum areas is yet to be developed.

- Opportunities for teachers to work in year levels and sectors are provided in planning sessions and occur fortnightly in the staff meeting cycle.

Formal moderation occurs once every semester with a focus on making balanced judgements aligned with the AC achievement standards. Informal moderation opportunities exist. Some teaching staff report a willingness to extend moderation opportunities beyond the school campus.



- Differentiated practice is a priority for the school as articulated in the AIP.

The school is supporting teachers to build capability in the understanding of where students are in their learning. Some teachers are regularly monitoring the progress of individual students and adjusting their teaching in response to the progress that individuals make. At present, this practice is inconsistent across the school.

- Staff members are supported and encouraged to share their expertise. The leadership team is working towards a collegial culture to drive improvement in pedagogy.

The Head of Curriculum (HOC) provides modelling, observation and feedback to teachers in guided reading. This support is informal and provided upon request. A formal scheduled observation and feedback process is yet to be developed. Opportunities to engage in more in-depth conversations regarding agreed pedagogical practices are developing.



2.2 Key improvement strategies

- Review the current School Improvement Agenda (SIA) and collaboratively develop clear targets and specific timelines.
- Develop the data literacy skills of teachers to identify starting points for teaching, track student progress and reflect on the effectiveness of their teaching practice.
- Develop a quality assurance process to ensure that the enacted curriculum is being implemented consistently across the school.
- Expand the school's formal moderation processes, within and beyond the school, by enabling teachers to share teacher judgements across all learning areas.
- Develop the capacity of teachers to monitor the individual learning of students and adjust their differentiated teaching practices to improve student learning outcomes.
- Implement the school's collegial classroom engagement policy aligned to the pedagogical framework to schedule formal classroom observations and provide feedback to staff members.