

Yandina 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 **Yandina State school** from **10 to 12 May 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

| | |
|------------------|---------------------------------------|
| Laurelle Allen | Internal reviewer, EIB (review chair) |
| Kendall Seccombe | Peer reviewer |
| Garth Hunt | External reviewer |



1.2 School context

| | | |
|--|--|---------------|
| Location: | School Road, Yandina | |
| Education region: | North Coast Region | |
| Year levels: | Prep to Year 6 | |
| Enrolment: | 345 | |
| Indigenous enrolment percentage: | 11 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 5 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 22.5 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 974 | |
| Year principal appointed: | 2021 | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, guidance officer, Business Manager (BM), administration officer, Speech Language Pathologist (SLP), chaplain, 17 teachers, inclusion teacher, Support Teacher Literacy and Numeracy (STLaN), three members of Positive Behaviour for Learning (PBL) committee, nine teacher aides, two cleaners, schools officer, tuckshop convener, 29 parents and 48 students.

Community and business groups:

- President, secretary and fundraising coordinator of the Parents and Citizens' Association (P&C), president of Country Women's Association (CWA) and member of the Yandina Masonic Centre.

Partner schools and other educational providers:

- Head of Department (HOD) – junior secondary Nambour State College, early educator of C&K Yandina Community Kindergarten and coordinator of Helping Hands Outside School Hours Care (OSHC).

Government and departmental representatives:

- State Member and ARD.

1.4 Supporting documentary evidence

| | |
|--|--|
| Annual Implementation Plan 2021 | School Data Profile (Semester 1 2020) |
| Investing for Success 2021 | Strategic Plan 2017-2020 |
| Curriculum planning documents | School Data Profile (Semester 2 2020) |
| OneSchool | School budget overview |
| Whole School Learning Wall | School pedagogical framework |
| Classroom displays | School newsletters, Facebook and website |
| School Opinion Survey 2019 | Student Code of Conduct |
| Personalised Learning Class Teacher Action Plan | Every student with disability succeeding-reflection tool updated November 2020 |
| Formative Assessment Framework and Benchmarks 2021 | Every student with disability – school data reflection |
| Headline Indicators (October 2020 release) | Yandina SS Explicit Improvement Agenda 2021 |
| Whole of School Professional Learning Plan 2021 | Student Support Level for Assessment Completion |



2. Executive summary

2.1 Key findings

Staff members have high expectations for student learning and engagement.

The leadership team and school staff demonstrate a strong commitment to the success of all students. Staff members and parents share a belief that the high expectations for learning and engagement are building community confidence in the school. Students say that ‘the best thing about school is the learning’, ‘the principal reads our work’, and ‘the teachers know and help us’.

The wellbeing of students is paramount.

Decisions are underpinned by a strong moral purpose that demands the best learning and wellbeing outcomes for all students. An unrelenting focus on supporting the health and welfare of students and families is apparent. Staff members express shared commitment and passionate support for actions taken by the school that are providing all students with the opportunity to be ready to learn with their peers.

Shared accountability amongst staff members is central to the success of the improvement agenda.

The principal identifies a plan to create a leadership team of principal, deputy principal and Head of Department – Curriculum (HOD-C) within the next 12 months. Leaders indicate that the appointment of cohort team leaders and the renegotiation of senior teacher action plans are building distributive leadership within the school. The principal acknowledges that there is an opportunity to strengthen the effectiveness of the whole-school team through the review of the roles, responsibilities and accountabilities of all staff members aligned to the implementation of the Explicit Improvement Agenda (EIA).

The school provides a supported approach to curriculum planning.

During planning days teachers work in year level cohorts to map the assessment task to the achievement standard. Unit plans are constructed using a school-developed template. Teachers create a 10-week teaching and learning sequence that is differentiated for the learners in their class. Some assessment tasks and marking guides are adapted by teachers. Several teachers express a desire to move towards the development of school-generated units of work. Leaders indicate that there is a need to build a deep knowledge of the Australian Curriculum (AC) to ensure that curriculum planning and delivery aligns with the intent of the AC.



A strong belief that highly effective teaching improves student learning outcomes is apparent.

The school's most recent pedagogical framework is based on Marzano's¹ work, *The Art and Science of Teaching* (ASoT). Teachers describe a range of other pedagogical approaches used in classrooms. School leaders acknowledge the need to collaboratively review current practices and determine the most appropriate pedagogical approaches to support the school's enactment of the AC.

Staff members communicate a strong commitment to ensuring that all students experience successful learning.

Teachers express a growing expectation that the learning needs of all students are met within classrooms. Teachers discuss using ability groupings, particularly during reading rotations, targeted teaching and individualised support with the assistance of teacher aides. Some focused extension programs are delivered by school leaders. Some parents acknowledge the implementation of strategies targeted to support students with identified disability is emerging. Leaders acknowledge a potential to build the capability of all staff members to plan and deliver quality differentiation within curriculum delivery.

School leaders are committed to supporting teachers to continually strengthen their teaching practice.

Leaders conduct classroom walkthroughs on a regular basis. Informal verbal feedback is provided to some teachers from these classroom visits. Some teachers express that they value feedback on teaching practice. The 2021 Annual Implementation Plan (AIP) details an intention to provide focused feedback for each teacher on the teaching of reading and writing. Formal structures to enable teachers to watch each other work and participate in observation and feedback cycles related to school agreed pedagogical approaches are yet to be implemented.

Students are motivated by the provision of wide range of clubs.

The interests and motivations of students are harnessed to promote engagement. Staff, students and parents express valuing the broad range of extracurricular activities available for students during lunchbreaks and outside of school time. These clubs focus on sport, the Arts, science, technology and the environment. Staff and family members volunteer their time to share skills and passions with the students.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Association for Supervision and Curriculum Development (ASCD).



Community relationships actively support a holistic approach to learning and wellbeing.

Staff members, parents and community members express appreciation for the strong school community relationships that positively impact on the wellbeing and learning of all students. Parent and grandparent volunteers support students in activities including reading in classrooms, facilitating the gardening club and assisting in the tuckshop. Partnerships with the Country Women's Association (CWA), Yandina Masonic Centre, local chaplaincy committee and local businesses fund school resources and support individual students and families.



2.2 Key improvement strategies

Collaboratively develop and document the roles, responsibilities and accountabilities of all staff members aligned to the implementation of the EIA.

Build the knowledge and capability of the teaching team to plan, teach and assess the AC, including learning areas, general capabilities and cross-curriculum priorities.

Collaboratively define the agreed pedagogical approaches and ensure consistent implementation across the school to support the enactment of the AC.

Build teachers' confidence and capability to deliver quality differentiation that engages and challenges all learners, including high achieving students.

Implement formalised cycles of observation and feedback aligned to the agreed pedagogical approaches.