

# Yarrabilba 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 School Improvement Unit (SIU) at **Yarrabilba State School** from **20 to 21 August 2018**.

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 consider 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

John Bosward

Internal reviewer, SIU (review chair)

Tracy Egan

Peer reviewer



## 1.2 School context

<b>Location:</b>	Darnell Street, Yarrabilba
<b>Education region:</b>	South East Region
<b>Year opened:</b>	2018
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	480
<b>Indigenous enrolment percentage:</b>	9 per cent
<b>Students with disability enrolment percentage:</b>	6.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	Not available as yet
<b>Year principal appointed:</b>	2017
<b>Full-time equivalent staff:</b>	58
<b>Significant partner schools:</b>	Logan Village State School, St Clare's Primary School
<b>Significant community partnerships:</b>	Logan Rivers Early Years Neighbourhood Network, Yarrabilba secondary schools hub (in partnership with Community Hubs and Partnerships (CHaPs) Qld State Development), Yarrabilba Community Association Inc, Dunamis Church Yarrabilba, Thom and Ann's Restaurant Deli, School Plus Outside School Hours Care (OSHC), The School Locker - school uniforms, Pathways to Resilience (participating in research for Griffith University), Yarrabilba Family, Children and Community Hub (in collaboration with Queensland Health) – facility being constructed on school site, Lendlease - developer of Yarrabilba
<b>Significant school programs:</b>	Instrumental music, choirs – senior and junior, coding and robotics, Pathways to Resilience social emotional programs, Positive Behaviour for Learning (PBL), Breakfast Club (Tuesdays) – run by Dunamis Church Yarrabilba



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), success coach, Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), two administration officers, 19 classroom teachers, two engagement teachers, 10 teacher aides, 8 parents and 14 students.

Community and business groups:

- Dunamis Church representative, Lendlease – State Community Partnerships Manager and Parents and Citizens' Association (P&C) secretary.

Partner schools and other educational providers:

- Principal of Logan Village State School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Writing – Agreed Instructional Practices
Investing for Success 2018	Reading Framework
Teaching and Learning Folder	Volunteer Handbook
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Positive Behaviour for Learning Folder
School pedagogical framework	Professional development plans
Responsible Behaviour Plan	Response to Intervention Framework
Moderation Procedures	Inquiry Cycle Plan
Diagnostic Assessment and Monitoring Schedule	School newsletters and website
Supporting Diverse Learners through the Engagement Team	Curriculum Assessment Monitoring and Reporting – School Agreed Expectations



## 2. Executive summary

### 2.1 Key findings

**The school is aesthetically pleasing and assists in evoking a sense of pride and belonging in the school.**

Staff members work hard to provide intentionally inviting classrooms that are attractively presented with stimulating displays and artefacts to support the teaching and learning process. High levels of trust are developing across the school community. Students express a sense of belonging and parents interviewed articulate that they feel welcome in the school and value the interest that teachers take in students' learning. Parents speak highly of the school's efforts to meet their child's needs.

**The school values the development of collaboration and teacher capability and provides teachers with opportunities for development through the creation of Professional Learning Teams (PLT).**

These forums aim to build teacher capability in an inclusive environment with students as the central focus. Meetings provide focused opportunities for teachers to collaboratively interpret, share, plan and refine plans and monitor student achievement trends. This practice is valued by staff members and is instrumental in encouraging a culture of professional collaboration.

**The Responsible Behaviour Plan was developed prior to the school opening.**

Most staff members and students indicate that consistent responses and consequences for inappropriate student behaviour are developing. Teacher aides indicate that they would value further Professional Development (PD) opportunities to develop their skills in managing behaviour. The recently-formed Positive Behaviour for Learning (PBL) committee is working to refine processes to ensure consistent application of the systems to manage and support behaviour.

**Staff members articulate that reliable data is essential to maintain and improve school performance and inform strategies to manage enrolment growth.**

Teachers are released to participate in PLT meetings that involve data discussions on occasion. Teaching staff engage in informal data discussions with their colleagues. Conversations with staff members indicate the need to provide regular opportunities for teams of teachers to meet to analyse and discuss data and identify strategies for continuous improvement of student outcomes.



**School leaders and teachers express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).**

Teachers work in teams to review the intent and rigour of curriculum plans and provide feedback to colleagues on another year level. A whole-school coherent, sequenced plan for curriculum delivery is not yet fully developed. Some staff members report a desire for more specific feedback to ensure Quality Assurance (QA). The leadership team recognises the need to develop and implement a whole-school approach to ensure the quality, rigour and intent of the AC is enacted in every classroom.

**School leaders recognise that the consistent delivery of quality teaching practices is critical to improving student outcomes.**

Staff members are committed to driving improvements in pedagogy, with a strong belief that improvements in teaching lead to improvements in student learning. PD to support teachers' understanding of the pedagogical framework is in the early stages. Teachers articulate that further work is required to develop a deep understanding of expected practices to fully implement the framework in their classrooms.

**Staff members are passionate about their job and strive to continually develop their professional practice.**

A culture of collaboration is developing across the school and staff members articulate that they feel supported and challenged daily. Conversations with teachers indicate that they would value the opportunity to be involved in modelling, mentoring, observation, feedback and the sharing of practice to enhance their teaching. The school plans to collaboratively develop and implement a collegial engagement framework to support and enhance professional practice across the school.

**The school has developed a Response to Intervention (RTI) model incorporating three levels of intervention support.**

Classroom teachers are able to refer students to the engagement team for consideration of support. This team includes the Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), engagement teachers and the success coach. The purpose of the engagement team is to plan and implement appropriate responses to support the work of classroom teachers and the learning and social/emotional development of students. Intervention and support processes are not yet fully implemented in all areas.

**School leaders clearly make use of strategic partnerships with school families and local community organisations.**

Partnerships with parents and community organisations aim to improve outcomes for students. Organisations including Lendlease, and the Yarrabilba Community Association Inc work closely with the school to support students and families. The local Dunamis Church group organises a breakfast program once a week and provides a weekly service to offer inexpensive groceries to families requiring support. The Community Hubs and Partnerships (CHaPs) is an emerging 'onsite' partnership that has the potential to make a significant positive impact on the health and wellbeing of students and their families.



**The school opened in 2018 with strong support from the Parents and Citizens' Association (P&C) and the broader community.**

The leadership team and school staff members are united and committed to working with the community to support the learning and wellbeing of all students. Staff members demonstrate a strong commitment to the development of a positive school culture that reflects high expectations for achievement, attendance, behaviour and wellbeing.





## 2.2 Key improvement strategies

Ensure the whole-school approach for managing student behaviour enables consistent implementation of agreed strategies to support improved learning and behaviour.

Strengthen processes for teams of teachers to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Continue to develop and implement a sequenced, coherent whole-school curriculum plan including monitoring and review processes to ensure that the intent and rigour of the AC is enacted in all classrooms.

Provide opportunities for teachers to further engage with the various elements of the school's pedagogical framework to ensure consistency of teacher practice.

Develop and implement a collegial engagement framework so all staff members are able to be involved in regular, timetabled observations, feedback, modelling and mentoring processes.

Develop school-wide practices and processes to deliver targeted and timely intervention to students across the school.