

Yarrabilba State School

School review conducted 21 to 23 March 2022

Every Queensland state school is reviewed by the Department of Education at least once every four years. School reviews provide important feedback to support schools in continuing to deliver quality education and improve learning outcomes for students.

Review highlights

- ✓ A strong optimistic view for the future.
- ✓ A shared vision for curriculum practice.
- ✓ Students recognise their teachers as caring and supportive.
- ✓ Effective community partnerships making a real impact on learning.



Consultation



Total of 144 interviews



12 community members and stakeholders



56 school staff



50 students



26 parents and carers

Each school review generates a number of key improvement strategies to inform continuous improvement in all state schools. The next steps are...

- ➔ Collaboratively review school-wide behaviour management practices related to the teaching and implementation of positive behaviour for learning to build school and community understanding of a differentiated behaviour approach that nurtures all student needs and circumstances, and is safe, tolerant, and inclusive.
- ➔ Collaboratively develop and implement an inclusive and transparent approach to the allocation of resources that effectively support learning opportunities for students in alignment with the Explicit Improvement Agenda (EIA).
- ➔ Provide opportunities for the leadership team and teacher leaders to develop their capability as instructional leaders through professional development, collegial networking, mentoring, and coaching.
- ➔ Strengthen the shared understanding of the school's improvement agenda, including roles, responsibilities and accountabilities for all staff in implementing the actions and strategies outlined in the EIA.
- ➔ Further develop staff capabilities for the consistent planning and delivery of differentiated learning experiences for all students including underachieving and high performing students.

For more information about school reviews, go to www.schoolreviews.education.qld.gov.au

Yarrabilba 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	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Yarrabilba State School** from **21 to 23 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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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

1.1 Review team

Len Fehlhaber	Internal reviewer, EIB (review chair)
Louise Wilkinson	Internal reviewer
Judi Hanke	External reviewer



1.2 School context

Indigenous land name:	Mununjali and Gugingin
Location:	Darnell Street, Yarrabilba
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	936
Indigenous enrolment percentage:	8.6 per cent
Students with disability percentage:	18.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	934
Year principal appointed:	2021 – acting



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, four Learning Mentor (LM) teachers, Business Manager (BM), 20 teachers, 14 teacher aides, head of student engagement support, two speech language therapists, Head of Department – Curriculum (HOD-C), guidance officer, two schools officers, six administration officers, 26 parents, 50 students and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Yarrabilba State Secondary College dean of Year 7, Communities for Children (CfC) representative, Queensland Touch Football representative, Strategix school partner, Family and Community Place Yarrabilba representative, Sparrow Early Learning Yarrabilba representative and two Indigenous community Elders.

Partner schools and other educational providers:

- Principal of Yarrabilba State Secondary College.

Government and departmental representatives:

- Councillor for Logan City Council, State Member for Logan and ARD.

2. Executive summary

2.1 Key findings

School leaders recognise that quality teaching practices make a positive difference to student learning and wellbeing outcomes.

Leaders are committed to improving learning outcomes for all students and acknowledge that a unified vision is essential for whole-school improvement to occur. The school motto *'Together believing – Together achieving'* reflects the school community working closely with the school with a relentless focus on achieving the very best for every student.

Many students identify that the best thing about the school is the teachers, in particular their own teacher.

Staff speak positively of the commitment and willingness of their colleagues to support each other in their daily practice and ongoing Professional Development (PD). This culture is enabled by the processes, structures and time that is allocated to building an expert teaching team, including the use of key members of the leadership team and experienced teaching staff as knowledgeable experts.

School leaders and teachers speak of the considerable attention placed on ensuring there is a shared vision for curriculum practice, with teachers valuing Professional Learning Team (PLT) meetings.

In particular, they express appreciation for the work of the Head of Department – Curriculum (HOD-C) and many articulate appreciation regarding the level of support and advice provided. The school curriculum plan has been refined to provide greater clarity and alignment to the Australian Curriculum (AC) and systemic priorities. Advice from the regional teaching and learning team highlights the calibre and responsiveness of the current plan to local needs.

School leaders recognise that positive behaviour at school has an impact on students' educational attainment, achievement, and development.

The school's Positive Behaviour for Learning (PBL) indicates a commitment to providing a safe, respectful and responsible learning environment for students and staff. Staff, students and parents express the belief that student behaviour is an area to focus on for improvement. The use of strategies for students to manage, regulate and maintain themselves is identified as requiring additional support.

School leaders recognise that further PD and access to current evidence-based research and practice are vital for supporting instructional leadership capabilities and the ongoing facilitation of an expert teaching team across the school.

The leadership team is in the early stages of establishment with the recent acting principal and Business Manager (BM) appointment. A distributed leadership model currently operates. It is intended that the school professional learning plan will be developed in conjunction with planned work and the development of a culture of high performing teams.



The leadership team encourages teachers to tailor their teaching to meet the needs of students and recognises the importance of a whole-school approach to supporting all students' learning.

School leaders recognise that opportunities for improved differentiation, including for under-performing or high achieving students, to engage in challenging learning experiences aligned with the AC are yet to be developed. A school-wide shared belief that differentiation and inclusion are every staff member's responsibility, with accompanying timely intervention and classroom practices, is yet to be fully apparent. School leaders recognise the need to review whole-school resourcing and operational structures to increase the successful implementation of the department's current inclusive education policy.

The principal articulates a belief in the need to effectively deploy resources in a targeted manner to support the learning and wellbeing needs of every student.

The principal recognises that a key partnership with the region has been with the regional finance hub, and describes an intent to ensure greater alignment between the budget and school priorities. The leadership team articulates the commitment to ensuring that teachers and year level cohorts are adequately resourced to provide the most effective support and learning opportunities for students.

Staff members are dedicated to improving outcomes for students.

Staff articulate a belief that all students can learn and be successful. The principal acknowledges the need to maintain a sharp and narrow Explicit Improvement Agenda (EIA) with clear and measurable targets as vital to driving school improvement. Varying levels of staff knowledge of the key priorities of the EIA, including actions, targets, roles and responsibilities are apparent.

School leaders articulate an understanding of the importance of data analysis in monitoring student achievement and informing next steps in learning.

The school has developed a comprehensive data plan that is underpinned by the belief that 'today's data is tomorrow's instruction'. The plan outlines a significant suite of data that is to be collected and analysed with a clear focus on students. Leaders articulate that the data plan is collaboratively developed and is supportive and reflective of school priorities.

Community members express immense pride in the school community partnerships that have been established in a short time.

The school has built relationships with many parents, families, local businesses, and community organisations. This is reflected in the physical spaces and the productive relationships that exist to ensure that all are aimed at improving opportunities and outcomes for students. Students, parents, and community members speak positively of the school and the range of support and learning opportunities available.



2.2 Key improvement strategies

Collaboratively review school-wide behaviour management practices related to the teaching and implementation of PBL to build school and community understanding of a differentiated behaviour approach that nurtures all student needs and circumstances, and is safe, tolerant, and inclusive.

Provide opportunities for the leadership team and teacher leaders to develop their capability as instructional leaders through PD, collegial networking, mentoring, and coaching.

Further develop staff capabilities for the consistent planning and delivery of differentiated learning experiences for all students including underachieving and high performing students.

Collaboratively develop and implement an inclusive and transparent approach to the allocation of resources that effectively support learning opportunities for students in alignment with the EIA.

Strengthen the shared understanding of the school's improvement agenda, including roles, responsibilities and accountabilities for all staff in implementing the actions and strategies outlined in the EIA.