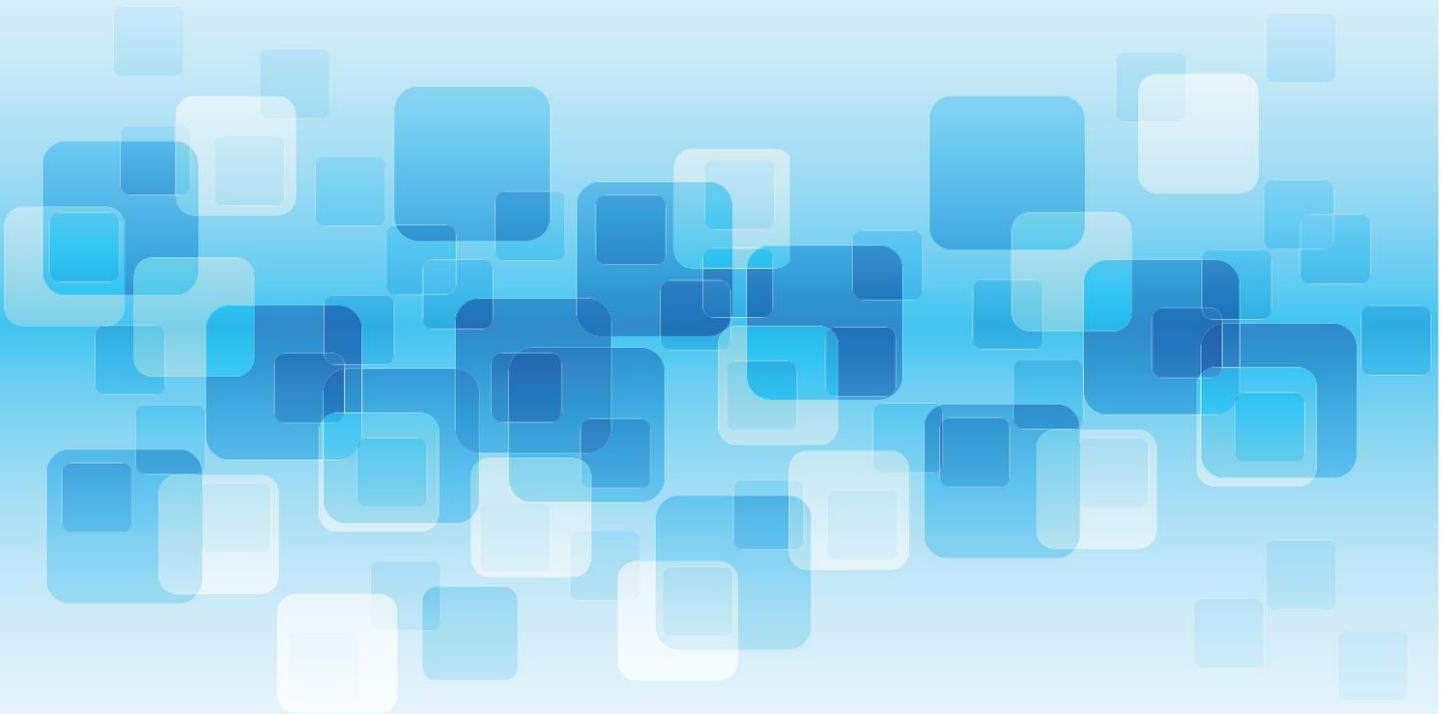




School Improvement Unit Report

Yarrilee State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Yarrilee State School from the 20 to 22 April, 2015. 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:	15 Scrub Hill Road Urraween Hervey Bay
Education region:	North Coast
The school opened in:	2000
Year levels:	Prep to Year 6
Current school enrolment:	734
Indigenous enrolments:	9 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	975
Year principal appointed:	2009
Number of teachers:	50
Nearby schools:	Sandy Strait State School
Significant community partnerships:	Positive Learning Centre – Hervey Bay
Unique school programs:	Lighthouse Program



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 (two of)
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and leadership team
 - 34 teachers
 - 20 parents
 - 13 support staff
 - 100 students
 - Six community representatives

1.4 Review team

Stephen Auer	Internal Reviewer, SIU (review chair)
Michael Allan	Peer Reviewer
David Manttan	External Reviewer



2. Executive summary

2.1 Key findings

- The school is welcoming and developmentally supports the wellbeing and learning of its students and staff in a caring and considerate environment.

The school's *You Can Do It!* program is highly regarded and consistently used. Parents report that this is a good school that cares about their children. The school's facilities are well presented. The school's staff are well respected by the wider school community. Teaching staff highly respect the leadership team.

- The comprehensive induction program ensures new staff are well acquainted with Yarrilee's processes and procedures.

Incoming staff reported a clear and concise process for induction. The Head of Curriculum (HOC) and master teacher have an active and immediate role in this process in conjunction with the leadership team. The induction program operates throughout the year and includes addressing teaching methodology, data sets and curriculum planning.

- Feedback to students in regards to their learning is an inconsistent practice across the school.

Students reported feedback is given in a purposeful way in some classrooms to improve performance. There are no documented bookwork expectations to guide written feedback for students. Verbal feedback given to students is inconsistent. Students reported in interviews their desire for more feedback from their teachers to improve their learning and achievement.

- Numeracy coaching was valued by significant numbers of staff as a developmental process to improve teaching.

Teacher practice has benefited from structured, purposeful and constructive feedback in regards to mathematics warm-ups. The successful implementation of the mathematics warm-ups resulted from the support provided to teachers by senior leadership members. This was valued and staff are requesting further feedback opportunities on their teaching practice. The instructional rounds where staff watch other staff teaching are widely accepted and regarded.

- Differentiation practices which personalise learning for all students are an inconsistent practice across the school.

Individual curriculum plans are in place for less able students and resources are allocated for the differentiated teaching of curriculum in classrooms. The *Lighthouse Program* works across the school servicing the needs of students with a disability. Data is not consistently or rigorously analysed at the classroom level in order to provide individualised student learning.

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- Data is collected and collated consistently across the school. The sophisticated use of the data by all teachers to optimise the learning opportunities for students is yet to be achieved.

The data collection process is clear, timely and well implemented. OneSchool is used to centrally store data. Data analysis to monitor student progress is evident within whole school and year levels. The Support Teachers' Literacy and Numeracy (STLaNs) team effectively use data to target interventions for students at risk of achieving below the National Minimum Standard. Teachers' data literacy is inconsistent in targeting individual student learning needs.



2.2 Key improvement strategies

- Enhance the instructional leadership process through the provision of regular coaching, professional learning and classroom observation for teachers in order to develop consistent and effective teaching practices across the school.
- Further develop the data literacy of all staff to ensure that rigorous analysis of student achievement data informs and enables teachers to target individual student's needs to improve learning outcomes.
- Refine and extend differentiation practices to cater for all students by capitalising on allocated resources and clearly articulating individual student learning goals.
- Establish a feedback culture in the school that encourages and assists students to monitor their own learning and set goals for future learning.