

Yarrilee State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Yarrilee State School** from **29 to 31 May 2019**.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Sue Clark	Peer reviewer
Peter Doyle	External reviewer



1.2 School context

Location:	Scrub Hill Road, Urraween
Education region:	North Coast Region
Year opened:	2000
Year levels:	Prep to Year 6
Enrolment:	827
Indigenous enrolment percentage:	10.7 per cent
Students with disability enrolment percentage:	9.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	961
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	50
Significant partner schools:	Xavier Catholic College, St James Lutheran College, Hervey Bay State High School
Significant community partnerships:	Goodstart Early Learning Hervey Bay, The House of Golf driving range, Helping Hands Network Outside School Hours Care (OHSC)
Significant school programs:	Yarrilee Eagles golf excellence program, South Wind Spirits cheer program, Yarrilee Voices, music enrichment



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, two Heads of Curriculum (HOC), Head of Special Education Services (HOSES), guidance officer, 27 classroom teachers, teacher librarian, Digi Tech Ambassador, three music specialist teachers, two physical education teachers, Chinese language teacher, two Support Teachers Literacy and Numeracy (STLaN), three Special Education Program (SEP) teachers, Business Manager (BM), three administration officers, seven teacher aides, school golf team, school guitar group, school cheer team, 130 students and 25 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, school chaplain, school council chair, local golf professional, volunteers coordinator Family, Children and Youth Services and Helping Hands Network OSHC coordinator.

Partner schools and other educational providers:

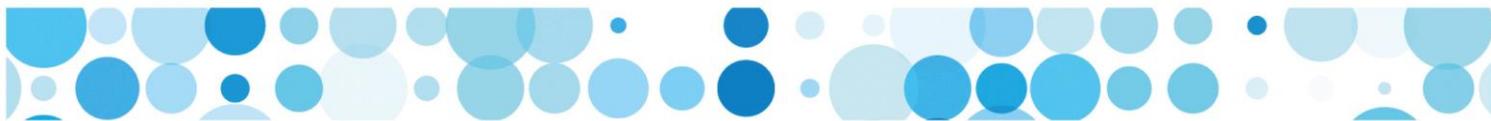
- Local early childhood provider director and Head of Department (HOD) local feeder high school.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation planners
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Teachers report they value the work they undertake with their year level colleagues.

Collegial interactions within these teams include collaborative curriculum planning, data discussions, pedagogical reflections and sharing of curriculum resources. Many staff members additionally meet informally with their year level colleagues to collaboratively support and share their expertise in relation to curriculum, pedagogy and assessment. Teachers report positively on the high levels of personal and professional support they receive from these colleagues.

The school's leadership team and teaching staff members express a growing commitment to implementing curriculum units aligned to the Australian Curriculum (AC).

Collaborative curriculum planning is promoted across the school. Teachers work with the Heads of Curriculum (HOC) to unpack the intent of the AC by understanding the achievement standards and content descriptions. Planning of locally contextualised units has commenced. In conjunction with the planned assessment task and Guide to Making Judgements (GTMJ), teachers engage in a pre-moderation process to fully understand the standards required for student success. Many teachers report this process is enhancing their knowledge and understanding of the AC in English and mathematics. There is strong support amongst the teaching team for this planning process.

The leadership team views the development of all staff members into an expert teaching team as central to improving the learning outcomes for all students.

The HOCs provide for coaching, mentoring and professional conversation through a feedback cycle. This process links to the pedagogical reflections on the use of high-yield strategies. All teachers are offered opportunities to work collaboratively with the HOCs to support the development of their repertoire of practice in reading and numeracy. Teachers speak positively of this support for their capability development.

School staff members are committed to the school and to improved learning outcomes for students.

Many staff members report that the pace of change, workload issues and having a genuine voice in the school as significant factors impacting upon staff morale and feelings of wellbeing. The principal expresses a commitment to working with school staff members to enhance the professional culture of the school by collaboratively developing, implementing and monitoring strategies to ensure appropriate levels of collaboration, consultation and communication strategies are implemented to maintain high levels of staff morale and wellbeing.



The leadership team is committed to working with staff members to enhance the school's inclusive practices.

The learning of 21 students with disability is currently supported in the 'Lighthouse' environment. Special Education Program (SEP) teachers and teacher aides provide learning experiences for these students. Some of the students in the Lighthouse classrooms have an Individual Curriculum Plan (ICP) developed, with adjustments for other students at the discretion of the classroom teachers. The principal commits to working with school staff members to clearly define and implement strategies to genuinely support a whole-school approach for students with disability and other students with diverse needs.

The school team is committed to improving learning outcomes for all students.

The Explicit Improvement Agenda (EIA) has two major areas that include enacting a whole-school focus on the teaching of reading and mathematics. Teachers have a strong commitment to implementing the various elements of the EIA and work hard to improve learning outcomes for students. Many teachers report they would appreciate consideration for consolidating the current agenda and being provided with ongoing support to enable them to embed identified strategies into their repertoire of practice. The leadership team is committed to addressing this issue and to closely monitoring the pace of implementation of the EIA to provide teachers with the necessary support and resources to achieve consistency of practice.

The school is moving from a data-rich culture to a data-informed and responsive culture.

Online data walls linked to the collection and analysis of data are used to determine whether students are above, at or below level. Data health checks are conducted in Week 2 of each term and are clearly linked to the school's stated vision of moving every child forward. Classroom teachers meet with their line manager each semester in a one-on-one data conversation. Through these processes school staff are committed to strengthening the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement, and monitors progress over time, including opportunities for case management.

Year level teams meet regularly to monitor implementation of curriculum units that promotes stronger consistency of curriculum delivery across all year levels.

In learning areas, other than English and mathematics, teachers predominantly engage with Curriculum into the Classroom (C2C) units to plan for and deliver learning experiences to students. Some teachers describe their level of reference to, and understanding of, the achievement standards and content descriptions of the AC in these planning processes as variable. School leaders acknowledge the need to continually expand the process used for planning curriculum units in English and mathematics, to collaboratively develop and adapt curriculum units in other learning areas that ensures effective delivery of the AC across the years of schooling.



A pedagogical reflections process is established across the school with teachers and school leaders meeting to discuss the use of high-yield strategies.

The current focus for these aligns to the EIA with a focus on the teaching of reading and mathematics. This process unpacks what high-yield strategies will look like in classroom practice and provides a forum for professional dialogue. Further support is provided to classroom teachers in the development of their skills through coaching and mentoring processes supported by the school's HOCs. Teachers report they value these focused opportunities to improve their capabilities in the key areas of literacy and numeracy.

An enrichment and innovations focus is developed at the school to support academic, cultural and sporting enhancements to student learning.

These include a range of music, Science, Technology, Engineering and Mathematics (STEM), sporting and enrichment days. The school has established a Yarrilee Eagles golf excellence program and South Wind Spirits cheer enrichment program. These signature programs are complemented by participation in the STEM fest and Maryborough Technology challenges, Readers Cup and Maths Team Challenge. The Arts is enhanced through music enrichment programs including choral fanfare, guitar program, two rock bands, instrumental music program including string ensemble and concert band. Students report they appreciate these opportunities to extend their learning in areas of enthusiasm or interest.



2.2 Key improvement strategies

Enhance the professional culture of the school by collaboratively developing, implementing and monitoring strategies to ensure appropriate levels of collaboration, consultation and communication strategies are implemented to maintain high levels of staff morale and wellbeing.

Clearly define and implement strategies to ensure the school's inclusive education practices genuinely provide all students with opportunities to learn alongside their same age peers supported by reasonable adjustments and teaching strategies.

Ensure sufficient time and support are provided to teachers to embed agreed strategies aligned to the EIA and regularly monitor implementation leading to a consistency of practice.

Strengthen the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including opportunities for case management.

Continue to develop teacher knowledge of the AC through collaborative planning processes that provide opportunities to engage with the achievements standards and content descriptions.