

Yugumbir State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Yugumbir State School** from **17 to 20 March 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

Garry Lacey	Internal reviewer, SIU (review chair)
Di Carter	Peer reviewer
David Hinton	External reviewer



1.2 School context

Location:	Vansittart Road, Regents Park
Education region:	South East Region
Year opened:	1986
Year levels:	Prep to Year 6
Enrolment:	1086
Indigenous enrolment percentage:	6.5 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	948
Year principal appointed:	2018
Full-time equivalent staff:	71
Significant partner schools:	Regents Park State School, Boronia Heights State School, Greenbank State School, Park Ridge State School, Browns Plains State School, Browns Plains State High School, Park Ridge State High School
Significant community partnerships:	Logan West Cluster, Play 'n' Stay Playgroup, Logan City Council, Police-Citizens Youth Club (PCYC), yourtown, Scripture Union, Young Men's Christian Association (YMCA) breakfast club, Queensland Health – Good Start Program, L J Hooker – awards sponsorship, Bendigo Bank and Commonwealth Bank – student banking.
Significant school programs:	Guided reading, mathematics reasoning, Professional Learning Teams (PLT) and (What I Need) WIN, instructional coaching, IMPACT initiative, iC2L (iConnect2Learning) program, Positive Behaviour for Learning (PBL), Prepped for Success – transition to school program, PrepStart, tooth brushing program, chaplaincy – Drumbeat and Shine programs, Footsteps dance program, Early Years transition cluster leader, camping program.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Teaching and Learning (HoTL), Head of Special Education Services (HOSES), three coaches, 46 classroom teachers, three Special Education Program (SEP) teachers, specialist teachers in the Indonesian language, Health and Physical Education (HPE), visual art, music and instrumental music, English as an Additional Language or Dialect (EAL/D) teacher, three specialist class teachers, behaviour advisory teacher, guidance officer, 19 teacher aides, four PLTs, PBL team, Business Manager (BM), four administration staff, student leaders, school chaplain, two Information and Communication Technology (ICT) managers, tuckshop convenor, two ancillary staff members, 127 students and 37 parents.

Community and business groups:

- Three members of Parents and Citizens' Association (P&C), local Indigenous Elder, Community Liaison Officer (CLO) and PCYC area manager.

Partner schools and other educational providers:

- Principal local high school, two principal colleagues of local primary schools and two early childhood coordinators.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	School Data Profile (Semester 2, 2017)
Headline Indicators (Semester 2, 2017)	School budget overview
OneSchool	Curriculum planning documents
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Responsible Behaviour Plan	



2. Executive summary

2.1 Key findings

A strong collegial culture is established and apparent across the school.

Staff members speak highly of the collegial support and efforts made by colleagues to facilitate high levels of wellbeing. Classroom teachers work closely in year level cohorts to exchange ideas regarding teaching practice and support each other in dealing with the challenges of the teaching day. Teachers of the same year level foster a culture of collaboration and teamwork. Staff members report they value the professional culture of mutual trust and support that is continually enhanced through working with colleagues across the school.

Classroom teachers are involved in collaborative planning processes with year level colleagues and the school's Head of Teaching and Learning (HoTL).

Classroom teachers report that this results in more consistent implementation of curriculum units. Some teachers articulate that, through the school's collaborative planning processes, they are strengthening their knowledge of the Australian Curriculum (AC) and have greater confidence in their ability to plan quality learning experiences that are appropriately sequenced in relation to the school's scope and sequence plans for their students. Over the past year, the HoTL and classroom teachers have commenced the process of establishing a common storage space in OneNote. Teachers articulate that they appreciate the ready access to key planning documentation and the ability to complement this with curriculum resources they find useful in their classrooms.

Teachers undertake to engage students in pre- and post-tests in aspects of the mathematics curriculum through five-week cycles.

After the pre-testing process, teachers meet in their year level cohorts during Professional Learning Team (PLT) time to determine differentiated groups for learning and identify aspects for specific focus in the teaching and learning process. A post-test is conducted at the conclusion of this five-week cycle to determine the success of the focused teaching processes. Teachers speak positively regarding this collaborative process being implemented to improve learning outcomes for students in mathematics.

The principal has identified priority areas for collective focus in 2018 that are articulated through the school's Annual Implementation Plan (AIP).

Two improvement levers relate to improving learning outcomes for students in reading and mathematics. A key aspect of the work to be undertaken in reading encompasses teaching reading the 'Yugumbir Way'. In mathematics, the planning of curriculum units that have a close alignment to the AC is a major focus. There is a good level of commitment from teachers to implement daily learning experiences for their students in reading and mathematics, and to meet the school's expectations for more consistent practices in these areas. These practices are yet to be fully embedded. The leadership team recognises consistent monitoring processes need to be implemented to enable successes to be



celebrated and support provided to teachers leading to the consistent use of high-yield teaching strategies in these priority areas of learning.

The principal and other school leaders are committed to utilising reliable student outcome data to progress the school's improvement agenda.

Some school leaders have commenced the process of engaging in data conversations with classroom teachers relating to aspects literacy and numeracy learning. These data meetings provide opportunities for closer interrogation of student learning outcomes and help to determine the focus for future learning experiences. This practice is yet to be consistently applied across the school to involve all school leaders and all classroom teachers. The principal acknowledges the need to provide time for teams of teachers and school leaders to collaboratively interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

The Responsible Behaviour Plan for Students (RBPS) provides teachers and students with a framework for maintaining a safe and supportive school environment.

The Positive Behaviour for Learning (PBL) leadership team, consisting of a representative group of staff members and school leaders, oversees the implementation of the RBPS. The PBL team reviews data and explores practices and strategies to effectively implement PBL strategies across the school. Some staff members express a need to increase the profile and the whole-school commitment to PBL. Some staff members speak of the inconsistent application of agreed expectations, specifically regarding the consistent application of consequences for inappropriate behaviour. The leadership team recognises the need to ensure the whole-school approaches to effectively managing student behaviour through the PBL process are embedded across the school, consistently implemented and supported by all staff members, including members of the school's leadership team.

A commitment to implementing curriculum units relating to learning areas aligned to the AC is apparent.

The principal and members of the teaching team express a commitment to implementing curriculum units relating to learning areas aligned to the AC. The HoTL works alongside selected teachers from each year level in the development of curriculum units in English and mathematics. These teachers are provided with release time for a day each term to plan curriculum units in their designated learning area. These teachers are then assigned the task of working with their year level colleagues during voluntary year level meetings to confirm the planned assessment tasks, Guides to Making Judgements (GTMJ) and lesson sequence for collective implementation. The leadership team recognises the value of providing time for teams of teachers and school leaders to collaboratively develop curriculum units aligned to the AC.



The principal has established a model of shared leadership to implement school programs and operations.

The principal articulates the current statement of roles and responsibilities for school leaders will be enhanced through the development of action plans that detail specific accountabilities, key actions and implementation timelines for priority programs being implemented by members of the leadership team and teacher leaders. Progress relating to these action plans will be reviewed through regular meetings between the principal and the various members of the broader leadership team.

Teachers are highly committed to the continuous improvement of their own teaching.

Planned professional learning opportunities for school staff members vary, with a whole-school professional learning plan yet to be developed. Staff meetings may take a professional learning focus that frequently relates to priority areas for development. There are opportunities for modelling and coaching for some teachers, with observation and feedback processes provided by some school leaders. A professional learning plan that details a broad range of opportunities for capability development for all staff members including Annual Performance Development Plans (APDP), coaching and mentoring and models of feedback is yet to be fully developed and enacted.

Students are offered a broad range of co-curricular learning experiences.

Teachers in the Arts are promoting this learning area by providing all students with learning experiences in the visual arts. An *Arts Extravaganza* occurs each year that includes choral, dance, instrumental music and strings performances in conjunction with a display of visual art and media. Students in the senior school participate in interschool sports through regular Friday afternoon competitions against neighbouring schools. A camping program is established for students from Years 2 to 6. Extension learning experiences are offered to students through cluster events including Maths Teams Challenge and an annual speaking competition. Students express appreciation for the time teachers take to provide them with these learning experiences to develop their skills in areas of enthusiasm or interest.

The school has gained an excellent reputation within the local community.

Members of the community, parents, staff members and students display enormous pride in the school. Community members support and speak highly of the school, recognising high levels of parent and community confidence. The community is committed to the school ethos and willingly work hard to ensure positive outcomes. The school presents as an attractive learning environment and offers learning areas inside and outside the classroom. School facilities are well utilised to maximise student learning. The school has spacious well-maintained grounds, including covered play equipment areas and a well-resourced hall.



2.2 Key improvement strategies

Define the agreed, school-wide teaching practices relating to the Explicit Improvement Agenda (EIA); provide sufficient time for teachers to embed these as part of their repertoire of practice and monitor implementation so as to lead to a consistency of practice.

Provide time for teams of teachers and school leaders to collaboratively interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Ensure the whole-school approaches to effectively managing student behaviour through the PBL processes are embedded across the school, consistently implemented and supported by all staff.

Develop curriculum units aligned to the AC that are planned by teams of teachers and school leaders and quality assured for balance and coverage against content descriptions and achievement standards.

Enhance the statement of roles and responsibilities to include accountabilities, key actions and implementation timelines for all school and teacher leaders and ensure these are effectively communicated to, and understood by all staff.

Develop a professional learning plan that details a broad range of opportunities for capability development for all staff members including APDPs, coaching and mentoring and models of feedback.