

# Yelarbon 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 Education Improvement Branch (EIB) at **Yelarbon State School** from **4 to 5 November 2021**.

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

### 1.1 Review team

Leah Mullane

Internal reviewer, EIB (review chair)

Justin Kummerow

Peer reviewer



## 1.2 School context

<b>Location:</b>	Eena Street, Yelarbon	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	37	
<b>Indigenous enrolment percentage:</b>	30.8 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	10.3 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	11.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	903	
<b>Year principal appointed:</b>	2020	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, three teacher aides, Business Manager (BM), eKindy facilitator, facilities officer, 11 parents and 14 students.

Community and business groups:

- Five members of the Parents and Citizens' Association (P&C) executive, local business owner, and Queensland lead coach of Schools Plus.

Partner schools and other educational providers:

- Principal of Kindon State School and Principal Advisor – Teaching and Learning (PATL).

Government and departmental representatives:

- Mayor of Goondiwindi Regional Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Staff meeting minutes
Investing for Success 2021	Strategic Plan 2018-2021
School budget overview	School Data Profile (Semester 1, 2021)
OneSchool	Headline Indicators (October 2020 release)
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School based curriculum, assessment and reporting framework	Individual student plans



## 2. Executive summary

### 2.1 Key findings

**Staff members, students and parents articulate a clear sense of belonging to the school and the important role that the school plays within the community.**

Parents speak highly of the dedication that staff display towards their child succeeding, and of the commitment they demonstrate to the school vision of *'Every child matters, every day'*. Students display an obvious connection and commitment to the school, through respectful and caring interactions with their peers and the school staff. Staff members demonstrate a clear understanding of the importance of positive and caring relationships as a foundation for successful learning, and they foster mutually respectful relationships at the school and within the community.

**The principal describes the dedication of staff members in embracing change and their willingness to learn.**

The staff team is united in their vision for school improvement and passionate about providing a positive education for all students. The school has been on a journey for the improvement of the implementation of the Australian Curriculum (AC). The principal, regional support staff and staff members all describe the eagerness of the staff team to learn and their dedication to improving teaching and learning. The staff team has engaged positively with the ongoing professional learning in AC implementation and the teaching of reading.

**The principal and staff members are united and committed to school improvement.**

The 2018-2021 strategic plan and 2021 Annual Implementation Plan (AIP) outline three improvement priorities including consistency of practice, capability development and collaborative work. Timelines for implementation of the actions are ongoing, with the principal as the responsible officer. The principal articulates the Explicit Improvement Agenda (EIA) as reading, community and wellbeing. Staff members articulate the priorities within the EIA and discuss the classroom-based strategies aligned to the improvement agenda. A clear understanding of the strategies and actions aligned to the EIA is yet to be articulated by staff members.

**Staff members express the importance of quality curriculum delivery in supporting student learning outcomes.**

The whole-school Curriculum Assessment and Reporting Plan (CARP) was developed by the principal in collaboration with the Principal Advisor – Teaching and Learning (PATL). The school utilises Curriculum into the Classroom (C2C) P-6 units as a resource for the implementation of the AC. Teachers are provided with planning time each term to collaboratively unpack curriculum units. During this time, the principal supports teachers in the backward mapping process. Teachers describe the unit planning process as the downloading of C2C units, reviewing the sequence of delivery, and making notes for implementation within the classroom. Some staff members express a desire to move





towards a consistent approach to the planning of curriculum units, with agreed expectations for documentation.

**Staff members express care and dedication to supporting all students to improve their learning and wellbeing outcomes.**

Teachers cater to the range of needs of students within the class through the differentiation of curriculum units. Some teachers describe their differentiation planning as occurring when unpacking curriculum units, and documented within daily plans. Some teachers describe differentiation as occurring naturally within the classroom by knowing students well and understanding their needs. Some teachers record the needs of the whole class across curriculum learning areas within a differentiation chart. A consistent approach to the planning, documentation and implementation of unit-based differentiation to support and extend students is yet to be developed.

**The principal and staff members are a united team, committed to ongoing capability development to improve teaching and learning.**

A detailed and documented professional learning plan is apparent, detailing key Professional Development (PD) opportunities aligned to the EIA across the school year. As a part of this commitment, teachers plan and moderate regularly within the school. The 'Mini Mac' cluster provides opportunities for local principals to work together to develop curriculum resources that are consistent for their schools. The principal identifies an opportunity to explore ways that teaching staff can engage professionally with cluster colleagues to support improved teaching practices.

**Staff members describe the effective collection and use of data as important in targeting student learning needs.**

The school has a data plan that outlines the schedule for the collection of data. Data is reviewed and discussed during staff meetings. The principal shares data sets in reading and National Assessment Program – Literacy and Numeracy (NAPLAN) to discuss with teachers. During this time, teachers review trends in the data, reflect on their classroom practice and discuss implications for future teaching and learning. Analysis of student Level of Achievement (LOA) data to review whole-school trends and triangulate data sets is yet to be systematically implemented.

**Staff members work collaboratively within the highly collegial staff team.**

The school enjoys a stable staffing mix, with the majority of staff long-serving local residents. The school community details high levels of satisfaction with the commitment from these staff to the school. The principal further supports this, citing that the consistency of staffing has a positive impact on school culture and student outcomes. Staff express being energised by the leadership of the principal, and articulate a willingness to continue to improve their knowledge and understanding of the curriculum and pedagogical practices. Staff acknowledge that they are now a cohesive team, that looks to support each other and for students to achieve at high levels.



**The school has a positive reputation as a pillar of the community within the small country town.**

The school is committed to seeking and supporting local partnerships that aim to enhance experiences and outcomes for students. Parents, families and local businesses are recognised as integral members of the school community. Mutually beneficial partnerships are developed and maintained with a range of local community members and businesses. These include the eKindy program, playgroup, the local cricket club, tuckshop through the local hotel, sports programs within the local cluster of schools, and a highly dedicated Parent and Citizens' Association (P&C).





## 2.2 Key improvement strategies

Review and refine the school's EIA, with clear strategies and actions aligned to timelines for implementation and accountabilities for staff.

Collaboratively develop agreed practices for the planning of curriculum units, for consistent processes across all learning areas.

Collaboratively develop consistent expectations for the planning, documentation and implementation of unit-based differentiation for support and extension.

Explore opportunities for professional learning within the cluster to develop the capability of staff including Watching Others Work (WOW), coaching, observation and feedback.

Develop and implement systematic processes for the analysis of LOA data, including triangulation with diagnostic data, to review whole-school trends and inform future priorities.