

Yeppoon 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 School Improvement Unit (SIU) at **Yeppoon State School** from **11 to 13 September, 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Anthony Ryan	Peer reviewer
Garth Hunt	External reviewer



1.2 School context

Location:	Tucker Street, Yeppoon
Education region:	Central Queensland Region
Year opened:	1885
Year levels:	Prep to Year 6
Enrolment:	323
Indigenous enrolment percentage:	8 per cent
Students with disability enrolment percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	957
Year principal appointed:	Term 2, 2016
Full-time equivalent staff:	36
Significant partner schools:	Yeppoon State High School
Significant community partnerships:	Police-Citizens Youth Club (PCYC) - Out of School Hours Care (OSHC), JACs Learning World kindy - facility use, Yeppoon and District Kindergarten Tucker Street kindy - Crèche and Kindergarten (C&K)
Significant school programs:	Early Childhood Development Program (ECDP), Positive Behaviour for Learning (PBL), Instrumental Music, Junior Landcare



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Business Manager (BM), 21 teachers, guidance officer, chaplain, information tech, six teacher aides, 35 students, 15 parents, Parents and Citizens' Association (P&C) president and secretary, tuckshop convenor, administration officer and facilities officer - grounds.

Community and business groups:

- Junior Landcare coordinator, Calvary Christian Church and two early learning centres.

Partner schools and other educational providers:

- Principals Yeppoon State High School and Farnborough State School.

Government and departmental representatives:

- Mayor of Livingstone Shire Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	Responsible Behaviour Plan
OneSchool	School budget overview
Professional learning plan 2018	School Opinion Survey
School improvement targets	Pedagogy Placemat
School pedagogical framework	Staff Handbook
Assessment and Monitoring Plan	School newsletters, Facebook and website,
School based curriculum and assessment framework.	Placemats and Frameworks for writing, spelling, reading and differentiation.
School Data Profile (Semester 1 2018) & Semester 1 2018 NAPALN update	



2. Executive summary

2.1 Key findings

The school has been a focal point for the local community for over 130 years.

The school remains highly regarded for its continuing contribution to community life. Staff and parents refer to generations being involved with the school over time. The school's contribution to community events including ANZAC Day, the Yeppoon Show, Yeppoon Lions Pinefest and Carols on the Beach is appreciated and articulated in community feedback. In addition, the school has been an active and successful participant in local choral, musical and sporting events.

All school staff members have a strong belief that this is a great school that is focused on the learning and wellbeing needs of all students.

Parents articulate caring, polite and inclusive interactions between themselves and staff members, and students and their teachers. They feel welcome in the school and comfortable to approach members of staff with questions or any concern they may have. Some parents and staff members make deliberate choices to enrol students within the school.

The current Explicit Improvement Agenda (EIA) of writing identifies three focus areas of punctuation, sentence structure and vocabulary.

Members of the leadership team and staff identify other large school agendas that are influencing the culture, tone and learning environment of the school and competing against the sharp and narrow focus on writing. The school is moving to a new inclusive model of support for students with disability and students requiring additional support.

Staff demonstrate an understanding of the importance of positive and caring relationships to successful learning and show a genuine empathy for the students in their care.

Teaching and support staff identify the management of student behaviour and engagement as an area for attention. The school has commenced its journey towards Positive Behaviour for Learning (PBL) with the establishment of a school team. This is in response to the identified need to develop a whole-school approach to support consistent strategies for managing student behaviour and rewarding positive behaviours.

The school has developed a documented Whole School Monitoring Schedule that is used by teachers in the collection of student data.

There is some facilitated data analysis and discussions on the development of strategies for continuous improvement of student learning. Discussions are occurring between Inclusion teachers with some class teachers using data to identify the next steps for learning for some students. The data literacy skills of staff members vary across the school. Opportunity for teams of teachers to meet and undertake in-depth discussions relating to common data sets and to identify strategies for improvement is a process yet to be embedded across the school.



There is an emerging practice of providing opportunity for teaching staff to participate in collaborative planning and discussion.

Staff and POD meetings are predominantly held on alternate weeks. The agendas for meetings are prescriptive and include a focus on writing, PBL, curriculum review and inclusive practices. The sharing of whole-school data, organisational matters and moderation are a feature each term and the agendas align with school priority areas. Many teachers express a desire for further input into the agenda in POD meetings allowing for further sharing of practice and conversations regarding common problems and possible solutions.

Members of the school leadership team recognise highly effective teaching is the key to improving student learning.

Staff members express they would value feedback regarding their practice. The principal has commenced walkthroughs and some staff feedback has been provided. A school culture where regular and timely feedback is used to acknowledge success and support staff to self-evaluate the effectiveness of their teaching and make adjustments to their practice is not yet apparent.

School leaders and staff members are confident in their ability to make a difference to the learning and wellbeing outcomes of all students.

Staff describe a collegial, professional relationship with members of their teaching POD and the teacher aides that work alongside them in classrooms. Staff are committed to expanding and improving their current teaching practices.

Staff members focus on the individual student.

The principal and staff are committed to the success of all students. There is effort from teachers to understand all students' current knowledge, skills and learning difficulties to identify appropriate starting points for learning. All teachers speak with pride regarding their class achievement and the individual progress of each class member.



2.2 Key improvement strategies

Develop a whole-school inquiry approach to identify a strategic and consistent pathway to addressing the new school inclusive education model and student behaviour management, continually narrowing and sharpening the strategies and actions aligned to the agendas.

Collaboratively review and enact the whole-school PBL approach for managing student behaviour to enable consistent implementation of agreed strategies to support effective learning and behaviour.

Provide time for teams of teachers, including members of the leadership team, to have in-depth discussions with colleagues to interrogate school and classroom achievement data and generate strategies for continuous improvement of student outcomes.

Refine the school POD collegial engagement model to develop a systematic school approach to facilitated collaborative planning and sharing of resources and best practice.

Develop a school process whereby regular and timely feedback is used to acknowledge success and support staff to self-evaluate the effectiveness of their teaching practice.