

Yandaran State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Yandaran State School** from **5 to 6 September 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 Lead Principal 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

Sandra Perrett

Internal reviewer, SIU (review chair)

Troy Coombs

Peer reviewer



1.2 School context

Location:	School Lane, Yandaran
Education region:	North Coast Region
Year opened:	1919
Year levels:	Prep to Year 6
Enrolment:	27
Indigenous enrolment percentage:	7.4 per cent
Students with disability enrolment percentage:	3.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	972
Year principal appointed:	2018 – acting
Day 8 staffing teacher full-time equivalent (FTE):	2.42
Significant partner schools:	Avondale State School, Northern Alliance Cluster Schools
Significant community partnerships:	Yandaran past students and staff – centenary, Yandaran Hotel – before closing, Yandaran Store
Significant school programs:	Reading Links

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, Business Manager (BM), five teacher aides, cleaner, 14 students and seven parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal of Moore Park Beach State School, principal of Avondale State School and North Coast Region Principal Advisor – Teaching and Learning (PATAL).

Government and departmental representatives:

- Lead Principal.

1.4 Supporting documentary evidence

Annual Improvement 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
School Opinion Survey	Curriculum planning documents
School pedagogical framework	School newsletters and website
Assessment and Target Schedule	Responsible Behaviour Plan for Students
Balanced and Effective Reading Program	Whole-school curriculum, assessment and reporting plan, Prep – Year 6



2. Executive summary

2.1 Key findings

The school places a high priority on addressing the learning and wellbeing needs of all students.

Teaching practices across the school reflect the belief that all students are capable of learning successfully if provided with appropriate learning opportunities and the necessary support. The principal and classroom teachers work at understanding where students are in their learning, using a range of observations and data to identify what students can control and the next steps in their learning.

The principal works closely with other small school principals, identifying the benefits of working together.

The principal is recognised by members of the Northern Alliance Cluster as having a strong understanding of the Australian Curriculum (AC). Moderation activities are planned for next term and members of the cluster anticipate the principal's knowledge of the AC will be beneficial in this process.

The principal recognises the importance of developing the skills and knowledge of all staff.

The principal's Annual Performance Development Plan (APDP) includes a focus on building staff capability in the teaching of reading and identifies the importance of supporting staff to develop their performance plans. Teachers are encouraged to continue to develop and share their skills and knowledge in relation to teaching and learning. The principal recognises that alignment between APDPs and the Explicit Improvement Agenda (EIA) is beneficial. The development of APDPs by teachers and teacher aides is yet to occur. A professional learning plan that includes mandatory Professional Development (PD) activities and those outlined in the APDPs and Annual Implementation Plan (AIP) is yet to be developed.

The principal recognises the importance of providing students with access to quality learning experiences based on the AC.

The teaching staff are currently immersing themselves in the AC by working with the regional Principal Advisor – Teaching and Learning (PATAL) to develop and implement pre- and post-moderation practices. The primary focus of this has been through the area of English. The EIA focus is on reading, resulting in a strong focus on the general capability area of literacy. Explicit attention to other areas of the general capabilities and the cross-curriculum priorities is yet to be clearly articulated. The principal articulates the benefit of continuing to work with the PATALs, deepening all teachers' understanding of the AC.



The principal articulates the importance of ensuring all students, including high achieving students are challenged and extended.

Teachers use groups and rotational activities to cater for individual student needs. During small group activities, teachers adjust activities to support the learning of all students. All classroom teachers are encouraged to plan for in-class differentiation, using the Maker¹ model process. The Maker Model supports teachers to identify differentiation strategies under four headings of content, process, product and environment. Specific activities to extend high achieving students are yet to be clearly articulated.

The principal and classroom teachers recognise that effective teaching is a key component towards improving student learning.

Teachers have participated in professional learning related to effective teaching practices and are beginning to use a variety of evidence-based, high-impact teaching strategies. Teachers are encouraged to provide quality feedback to students throughout each unit of work. Teaching staff members are developing learning goals for students, using different methods in each of the classrooms. Teachers are beginning to explore the use of learning walls and 'bump it up'² walls to build assessment literacy of students. Observation and feedback is identified as a future strategy to build teacher capability.

The school is a valued part of the local community.

The principal identifies the importance of maintaining or building current enrolment numbers. All students currently attending the school live within catchment. A small number of students who reside in catchment attend other schools. The principal places importance on promoting the school in the community, identifying and celebrating the unique aspects that define this school.

Positive relationships are maintained between staff and students where mutual respect is apparent.

The tone of the school is positive with all staff members displaying an obvious sense of pride in the school. The school promotes and maintains an environment reflective that all students can learn with expectations effectively communicated. This is a reflection of the school's mission statement 'In a caring community we will *all* achieve our full potential'. The school has well maintained grounds that reflect many years of care towards the gardens. The principal identifies this as an important aspect of promoting a sense of pride and belonging in the school.

¹ Maker, C. J. (1982). *Curriculum development for the gifted*. USA: Aspen Systems Corporation.

² Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin Press.



The upcoming centenary has encouraged members of the wider community to engage with the school.

This year is a cause of great celebration as 2019 marks the centenary celebration of the opening of the school. This celebration is timely as a means to further enhance the relationships between the school and the community. This has seen a reconnection by the 'oldies' of the community with the school. The current groundswell of excitement towards this event is rejuvenating the community's bond with the school.



2.2 Key improvement strategies

Engage all staff in an APDP process, aligned to the EIA and signature teaching practices, leading to the development of a whole-school professional learning plan.

Deepen teacher understanding of the AC, including all learning areas, cross-curriculum priorities and general capabilities.

Build teacher capability to implement a range of in-class differentiation strategies, catering for the full range of learners, including high achieving students.

Build teaching staff knowledge and application of high-impact, evidence-based teaching strategies, including through coaching, modelling, observation and feedback.

Develop and implement a marketing strategy to promote the school in the community, identifying and celebrating the unique aspects that define this school.