

Yungaburra State School

Executive Summary



School
Improvement
Unit





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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 **Yungaburra State School** from **29 to 31 May 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

John Bosward	Internal reviewer, SIU (review chair)
Meg Saunderson	Peer reviewer
Bob Cole	External reviewer



1.2 School context

Location:	Maple Street, Yungaburra
Education region:	Far North Queensland Region
Year opened:	1909
Year levels:	Prep to Year 6
Enrolment:	237
Indigenous enrolment percentage:	11.5 per cent
Students with disability enrolment percentage:	3.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1037
Year principal appointed:	2015
Full-time equivalent staff:	18.7 (teaching and non-teaching)
Significant partner schools:	Malanda State School, Millaa Millaa State School
Significant community partnerships:	Avenue of Honour, Crèche and Kindergarten (C&K) Yungaburra Community Kindergarten, Global Tropics Future, Tinaroo Environmental Education Centre (TEEC) science enrichment program, Parents and Citizens' Association (P&C) -Yungaburra Markets, Queensland Country Women's Association (QCWA), Atherton Returned and Services League of Australia (RSL) Anzac Day
Significant school programs:	Science, Technology, Engineering and Mathematics (STEM), Makerspace, instrumental music program, choir, market gardens, Bring Your Own Device (BYOD), Sporting Schools



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), two administration officers, Support Teacher Literacy and Numeracy (STLaN), 30 students, two cleaners, schools officer, 13 teachers, four part-time and relief teachers, Head of Curriculum (HOC), curriculum leader and STEM coordinator, six teacher aides, instrumental music teacher, 33 parents and school chaplain.

Community and business groups:

- P&C executive and two P&C markets and tuckshop coordinators.

Partner schools and other educational providers:

- C&K Yungaburra Community Kindergarten, TEEC teacher, principal of Millaa Millaa State School, principal of Malanda State School, principal of Malanda State High School, transition coordinator of Atherton State High School, and deputy principal of Smithfield State High School representing Global Tropical Future Project.

Government and departmental representatives:

- State Member for Hill 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)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation planning
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Diagnostic Assessment Schedule	EIA Action Plans
STEM Strategic Plan	Inquiry Cycle Planners
Observation & Feedback templates	Roles and Responsibilities Statement
Data Review Minutes	Positive Education Proposal
Year Level Curriculum Overviews (Parents)	Staff timetables



2. Executive summary

2.1 Key findings

School leaders and staff members are committed to building a learning environment that supports and motivates students to do their personal best.

The school tone is positive, warm and friendly with classrooms focused on learning. Teaching staff work hard to provide intentionally inviting classrooms. Classrooms are attractively presented with displays of student work and artefacts to support the teaching and learning process.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning.

All staff work actively to build partnerships with students, colleagues, parents and the community. A collegial and collaborative culture is apparent and reflective of the expectation that all students will learn successfully. Students demonstrate a sense of belonging and speak highly of staff members and the interest shown in their welfare and learning.

High expectations for all students in learning and behaviour are apparent across the school.

The Responsible Behaviour Plan for Students (RBPS) provides teachers and students with a framework for maintaining a safe and supportive school environment. The RBPS plan has been reviewed in September 2016 with school leaders committed to again reviewing the plan to ensure its effectiveness and suitability for all stakeholders.

The school places a high priority on student wellbeing and plans to embed Positive Education across the school.

A behaviour matrix supports the implementation of behaviour expectations across the school environment. It is expected that lessons to explicitly teach the desired behaviours are delivered in all classrooms. Staff member and student understanding of the school's expectations and steps for managing behaviour vary across the school.

The principal is committed to building the capability of staff members as expert practitioners within the school.

The principal is committed to building and maintaining a culture of collaboration across cohorts to improve continuity and teamwork by appointing upper and lower school team coordinators and utilising staff meeting time to support these teams. These leaders mentor some sector colleagues in areas aligned to the school's improvement agenda. The principal conducts observation and feedback with all teachers once each term.



The school enhances student learning and wellbeing by building strong partnerships with parents, families, local businesses and a range of community organisations.

Cooperation and collaboration amongst school community groups are clearly apparent. School leaders articulate a desire to further enhance the school's reputation as an integral part of the local community. Processes to develop, document and evaluate the effectiveness of partnerships in improving outcomes for students and enhancing parent and community engagement are emerging.

School leaders actively promote a range of evidence-based teaching strategies and set high expectations for every student's progress.

Teaching approaches include inclusive education, inquiry, event, play and project-based learning together with direct instruction and explicit teaching. The school aims to enhance student learning through the provision of additional learning opportunities that are focused on using creative thinking skills including thinking with fluency, flexibility and creativity. Classrooms are inviting learning environments. Students feel safe to take risks in the learning and this is encouraged by all staff. All students articulate that they are supported by their teachers 'to learn, keep trying and to have a go'.

School leaders and all staff express a commitment to successful learning across the school for every student.

Most teachers express the belief that they know their students well and where students are up to in their learning. School leaders actively promote and support the use of differentiated teaching as a strategy for ensuring students are engaged and learning successfully. Parents express satisfaction with current reporting and communication regarding their child's progress.

The resources of the school are well maintained and utilised.

The school has expansive and aesthetically pleasing grounds that provoke a sense of pride and belonging in the school. Ancillary staff members take care in their work to maintain the school environment. This is reflected in conversations with students, staff members and most parents who speak positively of the school and the efforts of staff in maintaining the school environment.



2.2 Key improvement strategies

Complete the collaborative review of the school's RBPS to ensure its continued effectiveness and suitability for all stakeholders including processes to share, analyse and discuss behaviour data with the school community.

Continue to build the capability of staff members to support the implementation of the school's RBPS including the implementation of the Positive Education framework.

Strengthen processes for regular, school-wide mentoring and coaching for school leaders and teaching staff.

Explore processes to enhance parent and community engagement and evaluate the effectiveness of community partnerships through the development of a Parent and Community Engagement (PaCE) framework.