



School Improvement Unit Report

Yeronga State School Executive Summary



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Yeronga State School** from **29 to 31 August 2016**.

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 which prioritise future directions for improvement.

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

1.1 School context

Location:	Park Road, Yeronga
Education region:	Metropolitan Region
Year opened:	1871
Year levels:	Early childhood to Year 6
Enrolment:	590
Indigenous enrolment percentage:	1.3 per cent
Students with disability enrolment percentage:	2.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1140
Year principal appointed:	2016
Full-time equivalent staff:	30.1
Significant partner schools:	Yeronga State High School, Wellers Hill State School, Graceville State School, Junction Park State School, Moorooka State School



Significant community partnerships:	Yeerongpilly ECDP, Yeronga State High School, Hyde Rd and Yeronga Memorial Kindergartens, Ekibin Lions, Stephens RSL
Significant school programs:	Nature's Play, Music Program - Community Choir, Prep Buddies, Senior Leaders' Program, Community Garden Club, Active School travel program, Occupational Therapy and Speech Language Pathology support

1.2 Review team

Garry Lacey Internal reviewer, SIU (review chair)

Sharon McMorrow Peer reviewer

Garth Hunt External reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), master teacher, pedagogical coach and Support Teacher Literacy and Numeracy (STLaN)
- 24 classroom teachers and seven teacher aides
- English as an Additional Language or Dialect (EAL/D) teacher and music teacher
- Business Services Manager (BSM) and three office staff
- 50 students and 22 parents

Community and business groups:

- Parents' and Citizens' Association (P&C) representatives
- Yeronga Outside School Hours Care (OSHC) Program

Partner schools and other educational providers:

- Principal local high school
- Directors of four early childhood providers

Government and departmental representatives:

- Head of Special Education Services (HOSES) and Yeerongpilly Early Childhood Development Program (ECDP)
- Assistant Regional Director (ARD)



1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda (EIA) 2016
Investing for Success (I4S) 2016	Strategic Plan 2013-2016
Headline Indicators (2016)	School Data Profile (2016 Semester 2)
OneSchool	School budget overview
Professional learning plan 2016	Curriculum, assessment and reporting framework
School improvement targets	Classroom improvement plans
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey (SOS)
Curriculum planning documents	

2. Executive summary

2.1 Key findings

The school is driven by a deep belief that every child can learn and make progress and a culture of high expectations exists across the school.

Relationships between staff members and students are positive and respectful. Students, staff members and parents speak well of the school and value its friendly and professional culture. Parents report high levels of satisfaction regarding the quality of their child's education. They relate that they value the level of interest shown by teachers in supporting every student's success. Parent teacher relationships are strong.

The school is highly regarded by parents, students and members of the local community.

The Parents and Citizens' Association (P&C) actively engages with many school activities and contributes through significant community fundraising to enhance the school's facilities and resources. Many parents value the opportunity to contribute positively to the life of the school. Many opportunities exist throughout the school year for parents and community members to be involved in school activities.



A strong collegial culture is apparent amongst members of staff.

High levels of trust and respect are apparent in the interactions between staff members. Staff members provide professional and personal support for each other through formal and informal interactions and partnerships. Support for developing a culture of continuous improvement is provided through a range of professional learning opportunities supported by members of the leadership team, data meetings, curriculum planning processes, coaching and mentoring programs and regular year level meetings.

There is a strong focus on collaboration and teamwork.

The strong outcomes for students at the school result from the efforts of professional, dedicated and capable teaching and non-teaching staff members. There is a high level of commitment from staff members to improving student learning outcomes. The year level team structure is particularly strong with class teachers supporting one another to develop curriculum units and assessment pieces, and sharing resources for teaching and learning.

The school is implementing a range of innovative strategies to improve student learning outcomes.


The use of Information and Communication Technologies (ICT) is viewed as important and the school has commenced the teaching of problem-solving in mathematics, inquiry-based learning and the development of thinking routines. The promotion of a culture of inquiry and innovation where creative exploration and independent learning are valued is an area where the school is continuing to develop strategies for implementation.

Collaborative curriculum planning occurs regularly for all year levels with the support of the Head of Curriculum (HOC).

Curriculum planning processes in English have initiated the link to Curiosity and Powerful Learning (CPL) with the planning of learning intentions aligned to weekly curriculum plans. Teachers action these plans throughout the term. Curriculum into the Classroom (C2C) units are used for all other curriculum areas. Strong links to cross-curricular priorities and further integration of CPL Theories of Action are yet to be developed in all curriculum units.

The school's pedagogical framework identifies clear expectations regarding the use of the six Theories of Action for Teaching from the CPL framework.

The implementation of this pedagogical framework is supported by a teacher reflection and coaching program, with teachers working collegially in triads to observe and provide feedback regarding their work in classrooms. Teachers readily engage in this coaching and feedback process with colleagues and the CPL coach. It is apparent that teachers are at varying stages in implementing this framework in their classrooms. The pedagogical framework is not yet fully embedded in teacher practice across the school.



The school's improvement agenda has the dual focus of implementing Theories of Action as key pedagogies and improving student learning in key learning areas of reading, writing and mathematics.

There is good staff member support for the implementation of the various elements of the school's improvement agenda. Teachers are able to relate examples of success from the work they are undertaking regarding the improvement agenda. This agenda is broad in nature and teachers describe a range of strategies they are implementing to engage with it. An opportunity exists to sharpen the focus of the curriculum improvement agenda to enable teachers to embed collaboratively agreed strategies in focus areas.

The school is working towards developing a data culture as a foundation for school-wide differentiation.

Student reading and writing data is formulated into class improvement plans to monitor the progress of students, put faces to the data and inform the grouping of students for differentiated learning. Teachers are utilising this data to modify practice and programming to address the daily learning needs of individual students. The school has focused a range of resources in supporting the learning of all students. Staff members acknowledge the need to strengthen the school's strategy for responding to and extending the learning of high achieving students within class programs

2.2 Key improvement strategies

Promote a culture of inquiry and innovation throughout the school where creative exploration and independent learning are promoted and valued.

Ensure integration of cross-curricular skills and CPL Theories of Action into all curriculum units including ICT, problem-solving, social capability and critical and creative thinking.

Embed the school's pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation in all classrooms.

Narrow and sharpen the focus of the school's improvement agenda to enable classroom teachers to embed collaboratively agreed strategies and teaching practices.

Further support classroom teachers in planning differentiated learning experiences for high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning.