

Yeronga State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

We acknowledge the shared lands of the Jagera nation and the Yuggera people of the language region.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	753
Indigenous enrolments	2%
Students with disability	11.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1114

About the review

 3 reviewers from 14 to 16 May 2024	 151 participants	 50 school staff
 43 students	 42 parents and carers	 10 community members and stakeholders

Key improvement strategies

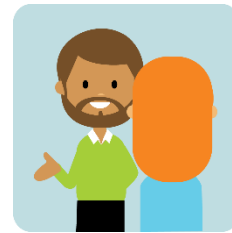
<p>Domain 1: Driving an explicit improvement agenda Collaboratively refine the Annual Implementation Plan (AIP) to reduce the number of priorities and enable regular and consistent monitoring of impact of strategic actions.</p> <p>Domain 8: Implementing effective pedagogical practices Prioritise instructional leadership through collegial engagement opportunities, including modelling, and observation of effective pedagogies to build teacher capability to determine, deploy and monitor the impact of effective pedagogies.</p> <p>Domain 7: Differentiating teaching and learning Develop staff capability in differentiated teaching and learning to ensure all students are appropriately engaged, challenged and extended.</p> <p>Domain 3: Promoting a culture of learning Strengthen staff understanding and capability of whole school behaviour initiatives to effectively and consistently support student behaviour.</p>
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Key affirmations



Leaders and teachers convey a commitment to upholding high expectations of themselves and students.

The principal describes leading a team of leaders and teaching staff who are committed to and explicit about improving outcomes for all students. Teachers articulate high expectations for themselves and for their students. Staff convey a united commitment to improve the quality of teaching and learning. Students describe their teachers as the best thing about the school. Parents speak highly of their child's teachers, commenting, 'The teachers go above and beyond here'.



Staff describe a school-wide spirit of collegiality and high levels of trust.

Staff members speak of the teaching team as a strength of the school, commenting that their cohort teams collaborate well. Teachers speak positively of how they work in year level teams, describing how they unpack curriculum and share resources. They discuss the value of planning days every term to discuss data with their cohort and update data walls. They comment this process builds trust among teaching teams, in addition to their understanding of students and data literacy.



Teachers describe how they use a range of effective pedagogies to impact teaching and learning.

Teachers describe a deep knowledge and understanding of their students, and talk about how they use this knowledge to engage learners through their teaching practices. All classrooms use learning walls, which teachers and leaders explain include marking guides, co-constructed work and exemplars of assessment tasks. Students articulate the power of feedback from their teacher and how this impacts their learning. They comment this feedback helps them to know what they need to improve or work on.



The principal, staff and students celebrate how a range of events and activities promote a positive and vibrant culture across the school community.

The principal, staff, students and parents describe significant traditions, such as the Art Soiree, that are building the culture of the school community. Student leaders speak of the school's ongoing participation in Anzac Day activities and partnership with Honour Avenue Returned and Services League of Australia (RSL). They comment this is a respected tradition and connection for young people to the nation's history. Staff and students talk about how the school's cultural diversity is celebrated through events such as Harmony Day and the Parade of Nations. Students describe the wide variety of extracurricular activities on offer, including sporting activities, choir and instrumental music. They express appreciation for teachers' commitment to supporting and providing these opportunities.