

# Yuleba 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 Education Improvement Branch (EIB) at **Yuleba State School** from **9 to 10 September 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). 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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Leah Mullane	Internal reviewer, EIB (review chair)
Thomas Harrington	Peer reviewer
Jennifer McDonald	Peer reviewer



## 1.2 School context

<b>Location:</b>	Perry Street, Yuleba	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Kindergarten to Year 6	
<b>Enrolment:</b>	28 – Prep to Year 6 4 – Kindergarten	
<b>Indigenous enrolment percentage:</b>	53.13 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	3.5 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	42.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	859	
<b>Year principal appointed:</b>	2021 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- The principal, four teachers, three teacher aides, guidance officer, facilities officer, Business Manager (BM), seven parents and 24 students.

Community and business groups:

- Parents and Citizens' Association (P&C) treasurer and representative Surat Aboriginal Corporation.

Partner schools and other educational providers:

- Positive Behaviour for Learning (PBL) coach, Head of Department: State Delivered Kindergarten (HOD:SDK), Principal Advisor: Teaching and Learning (PATL), Centre for Learning and Wellbeing (CLAW): Wellbeing Officer and principal of Wallumbilla State School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2021-2024
Investing for Success 2021	School Data Profile (Semester 1 2020)
School Online Reporting Dashboard	School budget overview
OneSchool	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
Reading framework	Headline Indicators (2020 release)
School based curriculum, assessment and reporting framework	Quality Improvement Plan



## 2. Executive summary

### 2.1 Key findings

#### **Staff members articulate a dedication to supporting every student to improve and succeed.**

School staff are united in a vision for school improvement and are dedicated to providing students with a quality teaching and learning experience. A focus on learning is promoted through the school's motto of *'Learning for life'*. Students express appreciation for the level of care staff members provide in helping them understand their learning. The principal articulates a vision for school improvement through consistency of practice and clarity in the agenda moving forwards. Staff members are committed to the journey for school improvement.

#### **Parents and students express appreciation of the caring and supportive nature of school staff.**

Staff members are dedicated to building reciprocal relationships with students and families. Staff articulate the belief that supporting student wellbeing provides a positive environment for students to learn. Many parents describe the approachable nature of staff members and how staff respond positively to their child. Most students indicate that teachers are 'friendly and kind' and support them with their learning.

#### **The principal is committed to school improvement through the development and implementation of consistent school practices.**

The principal articulates the 2021 Explicit Improvement Agenda (EIA) as the teaching of reading. They discuss a range of strategies that are supporting the teaching of reading within the school, and a range of new initiatives to improve reading outcomes. A clear action plan for the implementation of the EIA, with aligned strategies and actions, in set timeframes with staff accountabilities, is yet to be developed. The principal articulates the desire to collaboratively develop and review the Quality Improvement Plan (QIP) with the K-2 staff, to guide decisions regarding teaching and learning, and quality improvement in kindergarten.

#### **School commitment to Positive Behaviour for Learning (PBL) processes is apparent.**

The school actively promotes the *'Be Safe, Be Responsible, Be Respectful, and Be a Learner'* expectations for all students. These expectations are displayed throughout the school in classrooms and play areas. K-6 students communicate the 'Buzzy Bees' rewards system. They display enthusiasm for the awards and rewards they may receive as part of this system. Some students indicate that the PBL system is yet to be consistently implemented. Most staff members express a desire for the consistent implementation of the school's PBL system.





**The principal articulates a strong commitment to supporting staff members in implementing school practices.**

The principal has implemented reading groups across the school and modelled practice in the development of learning walls. Opportunities are provided to teachers for collaborative planning to develop capability in implementing the Australian Curriculum (AC) and Queensland Kindergarten Learning Guideline (QKLG). Informal mentoring occurs between the principal and teachers. The principal expresses a desire to utilise instructional leadership to build consistency in practice across the school within priority areas. The principal indicates an intention to utilise funding for classroom release to allow for targeted instructional leadership opportunities.

**Staff members express the belief that quality curriculum delivery is key to student success.**

P-6 teachers plan their curriculum units utilising the Curriculum into the Classroom (C2C) unit plans. The principal describes the collaborative planning processes enacted with the K-2 teacher to backward map unit plans from assessments to determine the 'know and do' of the unit and develop a sequence of delivery. The principal indicates a unit planning template was shared with teachers as a potential aid in curriculum planning. Some teachers express utilising their own unit planning methods and templates. Consistent expectations regarding the planning of curriculum units in all learning areas, including alignment to AC and QKLG, pedagogical practices, differentiation and a sequence of delivery are yet to be developed.

**Staff members are dedicated to developing communication practices that support consistency of messaging for families and staff members.**

The principal builds relationships with families through daily before school conversations and a range of intentional interaction methods. The school communicates with families through informal conversations, letters home, email, newsletter, and the school's Facebook page. Communication within the school occurs through staff meetings, emails, and word of mouth. Some staff express a desire for clear, timely and relevant protocols for communication.

**Staff members articulate high levels of trust in their colleagues.**

The school has a professional team of collegial and committed staff members focused on improving learning outcomes for students. The principal supports staff in continuous improvement of their own practices, focused on the development of knowledge and skills required to improve practice. The school organises social events to support collegial connection and the ongoing wellbeing of staff members. Teacher aides articulate they have good working relationships with teacher colleagues. Staff members speak highly of the supportive nature of the team.

**The school has a large and inviting environment that is welcoming to staff, students, families and community members.**

Students learn in large double teaching spaces, with areas set up to provide whole-class, small group and individual learning. The large and well-resourced library provides students with an indoor play area and a quiet space for reading. The outdoor play spaces are safe



and inviting and include spaces for solitary play, and small and large group play. The grounds and facilities are well maintained by dedicated and hardworking staff members. The school has invested in some resources and furnishings to support age-appropriate learning in both the indoor and outdoor environments. The K-2 classroom has a dedicated kindergarten learning space comprising some self-selection resources for construction, block play, dramatic and imaginative play, games and puzzles.





## 2.2 Key improvement strategies

Develop an action plan for the implementation of the EIA, including strategies, actions, timelines, staff roles, responsibilities and accountabilities, and embedded QIP priorities.

Collaboratively review the school's PBL processes for school-wide consistency of implementation.

Utilise instructional leadership practices to support the implementation of school priorities and develop consistency of agreed practices across the school.

Collaboratively develop whole-school expectations for the planning of curriculum units, including alignment to AC and QKLG, pedagogical practices, differentiation and a sequence of delivery.

Develop expectations and protocols for clear, timely and relevant communication with staff, parents and the community.