

Yarraman State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Yarraman State School** from **22 to 24 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

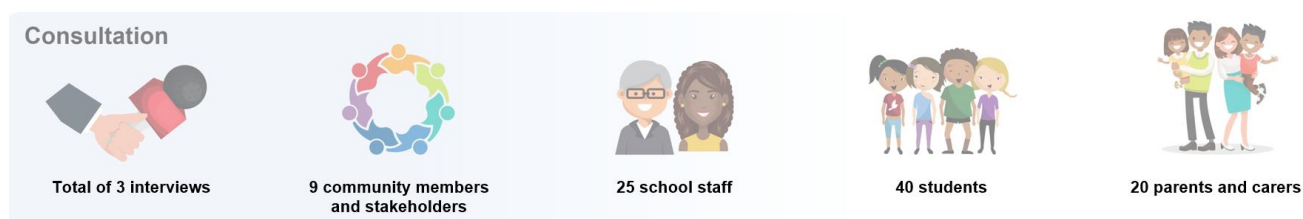
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

David Cramb	Internal Reviewer, SRR (review chair)
Scott Willis	Peer Reviewer
Ross Zelow	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Wakka Wakka
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 9
Enrolment:	156
Indigenous enrolment percentage:	12%
Students with disability percentage:	10%
Index of Community Socio-Educational Advantage (ICSEA) value:	902

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **18 to 20 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 894 and the school enrolment was 156 with an Indigenous enrolment of 11.7% and a student with disability enrolment of 8%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop an explicit strategic planning and change management process to drive the school's Explicit Improvement Agenda (EIA), whole-school initiatives and priorities. (Domain 1)
- Develop a whole-school curriculum plan aligned to the Australian Curriculum (AC), including associated learning area plans that make clear what teachers should teach and what students need to know and do. (Domain 6)
- Collaboratively review the school's pedagogical framework to develop, implement and monitor a precise and consistent school-wide practice. (Domain 8)
- Collaboratively embed a shared commitment to collegial engagement. (Domain 5)
- Collaboratively develop processes to quality assure the EIA is implemented consistently in all classrooms, and the impact is measured in terms of student progress and achievement. (Domain 1)

2. Executive summary

2.1 Key affirmations

A collegial staff who cares for students.

Parents and community members agree that all staff at the school support students and want them to improve. School leaders promote a goal to improve expectations and outcomes for every student. Staff, parents and students comment that they have pride in the school. Many parents express an appreciation for the support and care provided by school staff for all students.

Staff strive for all students to learn and achieve.

Teachers show a commitment for every student to reach their potential. Staff use resources to support students' pathways through their schooling. Students with diverse learning needs are supported by many school-based and visiting staff. The school has a student services team that meets fortnightly. Staff and parents support these processes.

A collective sense of pride with a shared willingness to improve.

Staff and parents speak favourably of the well-maintained grounds and the abundance of physical resources available to provide a range of learning environments and opportunities. Staff are a supportive team who promote a collective belief in being life-long learners. Staff and parents share an enthusiasm to embrace a united vision for the school.

Leaders and teachers comment that attendance is a priority focus.

School leaders recognise that student attendance is essential in supporting effective learning. At the whole-school level, leaders regularly monitor attendance and students take ownership of this. Staff and parents agree that the school focus on student attendance has successfully led to improvements in this area. Leaders play a key role in supporting student attendance in collaboration with the classroom teacher.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Collaboratively review the values and beliefs that underpin the school's vision to provide clear and consistent practices that drive attitudes, behaviours, practices and expectations across P-9.

Domain 1: An explicit improvement agenda

Develop an EIA with clear targets, aligned to the strategic direction of the school, to provide clarity and ownership for staff to collaboratively implement and monitor the impact of strategies that address school priorities.

Domain 6: Systematic curriculum delivery

Collaboratively review the Curriculum, Assessment and Reporting Plan (CARP) to provide consistent and engaging learning opportunities for all students aligned to the AC.

Implement Quality Assurance (QA) processes, including feedback to build teacher capability, and monitor the implementation of the planned curriculum.

Domain 8: Effective pedagogical practices

Strengthen staff knowledge, understanding and consistent implementation of agreed pedagogies, considerate of the learner, learning and curriculum to strengthen student engagement in learning.