

Yeppoon State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Yeppoon State High School** from **21 to 24 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.

The school will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with the Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Julie Warwick	Peer reviewer
Graham Trevenen	External reviewer



1.2 School context

Location:	Rawlings Street, Yeppoon
Education region:	Central Queensland Region
Year opened:	1960
Year levels:	Year 7 to Year 12
Enrolment:	1049
Indigenous enrolment percentage:	14.0 per cent
Students with disability enrolment percentage:	9.0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	946
Year principal appointed:	2016
Full-time equivalent staff:	86.2 (teachers)
Significant partner schools:	Taranganba State School, Yeppoon State School, Emu Park State School, Farnborough State School
Significant community partnerships:	CQUniversity(CQUni) Technical and Further Education (TAFE), Department of Education International (DEi) – homestay and Wako International High School, Japan sister school, Livingstone Shire Council, Central Queensland Health Service District - Youth Alcohol & Other Drug Service (Youth AODS), headspace, Child and Youth Mental Health Service (CYMHS), Family and Child Connect, Child Safety Services, Women’s Health, Centacare Yeppoon, Youth Housing and Reintegration Services (YHARS), Queensland Police Service
Significant school programs:	Instrumental music-including new music the Arts excellence program in Years 7 and 8, Japanese - including Japanese enrichment program in Year 6 in cluster primary schools, international homestay program through DEi, rugby league program, netball program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 63 teachers, Business Manager (BM), 16 non-teaching staff, school nurse, school-based police officer, chaplain, Youth Support Coordinator (YSC), youth worker, Community Education Counsellor (CEC), international student support team, Parents and Citizens' Association (P&C) president and secretary, seven parents and 91 students.

Community and business groups:

- Representatives from CQUni TAFE, Youth AODS, Headspace, CYMHS, Family and Child Connect, and Child Safety Services, Women's Health, Centacare and YHARS and Queensland Police Service.

Partner schools and other educational providers:

- Principal Yeppoon State School and principal Farnborough State School.

Government and departmental representatives:

- Mayor Livingstone Shire Council, State Member for Keppel and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan (2018)	Explicit Improvement Agenda (2018)
Investing for Success (2018)	Strategic Plan (2017-2020)
Headline Indicators (Term 1 2018)	School Data Profile (Semester 1 2018)
OneSchool	School budget overview (2018)
Professional learning plan (2018)	ACE Attendance
School improvement targets	Positive Behaviour for Learning Plan
School pedagogical framework (2018)	Professional development plans
Data Collection and Analysis Strategy	School newsletters and website
Responsible Behaviour Plan (2018)	School Opinion Survey (2017)
Whole School Curriculum and Assessment Plan 2018	A Guide to Academic Coaching



2. Executive summary

2.1 Key findings

School leaders articulate a vision of success for all students.

They recognise the need for differentiated teaching as a strategy to ensure that every student is engaged in learning successfully. Teachers articulate that students in their classes are at different stages of development in their learning. The school effectively uses personal learning plans and has well embedded systems to effectively track academic progress for students with disability in comparison to year level cohorts.

A number of productive partnerships have been developed to support student engagement and transition.

There is active collaboration with private and state high schools in the district to support activities. The school has a flourishing instrumental music program that has a strong reputation in the local community and enjoys significant success at eisteddfod level.

School staff members acknowledge the range of strategies being employed to address school culture.

The school celebrates student achievement on assemblies, in the newsletter and through social media and has implemented a structured care class program supporting students' holistic development. In 2017, the school adopted the Positive Behaviour for Learning (PBL) philosophy to support student engagement and the development of a positive school climate. Staff members identify a continuing urgent need to prioritise the establishment of a learning environment that is respectful, inclusive and that promotes intellectual rigour.

Staff members believe high expectations, mutual respect and positive relationships contribute to staff and student wellbeing.

The establishment of a culture that promotes a safe and productive work and learning environment is viewed as a high priority by school leaders and staff. Teachers indicate that a significant amount of time is taken up dealing with behaviour management issues. Staff members articulate this is impacting on staff wellbeing and teaching and learning.

All school staff members are working to improve the school's outcomes.

The school's Explicit Improvement Agenda (EIA) is reflected in the Annual Implementation Plan (AIP). The EIA articulates 'plan and implement evidence-based strategies to improve writing within the school-wide framework of Explicit Instruction (EI)'. Staff members express a degree of concern regarding the consistency of implementation of key improvement agenda items across the school.



Pedagogical practice at the school is based on Archer and Hughes'¹ Explicit Instruction (EI).

The school's documented pedagogical framework is currently being reviewed. Some teachers have received aspects of training in the school's pedagogical framework and have adopted it into their practice to varying degrees. A whole-school systematic approach to the full implementation of the pedagogical framework is not yet apparent. A consistent school-wide approach to observation and feedback is yet to be implemented.

The school has developed a roles and responsibilities statement for all senior leaders.

This statement regarding roles and responsibilities of senior school leaders is yet to be shared with the whole school community. Staff members indicate that roles and responsibilities statements would assist in clarifying who is responsible for leading improvements.

The school direction is striving to establish improved student pride.

This school direction supports the general appearance of students and is striving to establish improved student pride. School leadership has driven a strong agenda regarding improving the standard of uniform that has been well received across the community. The whole school community is fully encouraging and supportive of the drive by the school leadership team to improve the appearance of the student school uniform. Most staff members praise the outcomes of the full process indicating it is having a positive impact on the school.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



2.2 Key improvement strategies

Prioritise the implementation of Positive Behaviour for Learning (PBL) to establish high expectations across the school community and embed a framework for the school to collectively address and build consistent responses to behaviour.

Develop and implement a whole-school approach to student and staff wellbeing and resilience.

Develop staff understanding and implement the school's identified pedagogical framework that is quality assured through classroom observations and formal feedback processes.

Establish and enact the effective use of roles and responsibilities across the school to inform school operations and ensure accountability.

Use the inquiry cycle to inform the implementation of all school priorities.