

Yeppoon State High 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 **Yeppoon State High School** from **13 to 16 June 2022**.

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 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.

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

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

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Julie Warwick	Internal reviewer
Kym Amor	Peer reviewer
Boyd Jorgensen	External reviewer



1.2 School context

Indigenous land name:	Darumbal
Location:	Rawlings Street, Yeppoon
Education region:	Central Queensland Region
Year levels:	Year 7 to Year 12
Enrolment:	1100
Indigenous enrolment percentage:	11 per cent
Students with disability percentage:	23.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	952
Year principal appointed:	2021



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, deputy principal – inclusion and diversity, Business Manager (BM), nine Heads of Department (HOD), three deans, two guidance officers, 41 teachers, teacher-librarian, Support Teacher Literacy and Numeracy (STLaN), 10 teacher aides, six administration officers, Youth Support Coordinator (YSC), youth worker, School Based Youth Health Nurse (SBYHN), transitions officer, agriculture assistant, Link and Launch coordinator, schools officer – grounds, three tuckshop staff, three cleaners, 80 students and 28 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) vice president, school patron and school Adopt-a-Cop.

Partner schools and other educational providers:

- Principals of Farnborough State School and Emu Park State School.

Government and departmental representatives:

- Councillor for Livingstone Shire Council and ARD.



2. Executive summary

2.1 Key findings

Staff members identify the importance of providing young people with a quality education.

Leaders are committed to presenting opportunities that lead to improved learning and wellbeing outcomes for students. Community members and most parents speak positively of the school. Stakeholders are committed to the school's success and ongoing improvement. Staff identify the depth of collegial support within faculties and immediate work teams as signature attributes of the school. Generational involvement with the school is apparent.

The school has a welcoming and friendly tone.

Students articulate that the teaching and support staff members care for them and are responsive to their learning needs. They display a sense of pride in being a student of the school and refer to the strong sense of community the school has created. Students describe teachers as committed to student success, learning and wellbeing. The school is viewed as promoting a positive and caring environment for students, where the nurturing of students' wellbeing and mental health is a priority.

Parents are appreciative of the educational opportunities and broad range of experiences made available to their child.

Parents and students share they appreciate the extra time that teachers and support staff invest in educational and extracurricular activities for the benefit of students. Most parents share communication from the school and individual teachers is supportive and responsive to their needs. Genuine respectful and caring relationships are apparent in interactions between staff and students.

The principal indicates that the Explicit Improvement Agenda (EIA) in 2022 comprises of three pillars: Positive Behaviour for Learning (PBL), engaging curriculum, and engaging teaching.

Members of the ELT identify a desire to enhance instructional leadership and change management skills of all leaders to strengthen performance and achieve optimal outcomes for students. A deep understanding of the intent and subsequent actions in these areas is yet to extend beyond team members and school leaders. Many teachers indicate a lack of clarity regarding what is expected in relation to implementing the EIA. Some staff members describe a perception of a level of disconnect between the Executive Leadership Team (ELT) and Leadership Team (LT), and emphasise the importance of cohesion amongst leaders at all levels. They discuss a desire for leaders to work closely together to build performance.

School leaders acknowledge the need to review assessment and reporting data and other information to determine focus areas for continuous improvement.



They view reliable and timely data as important to informing school performance planning. Staff members identify the need to monitor student learning and achievement, engagement and wellbeing, and transitions. The principal identifies the need for teachers to self-reflect, and to delve deeply into analysis of student achievement data in order to achieve the desired lift in Level of Achievement (LOA) performance. There is an expectation for Heads of Department (HOD) to lead discussions with faculty teachers after each assessment period to gauge the success of students and overall programs. This process is yet to be implemented consistently in all areas. Some teaching staff express a desire for an in-depth approach to guide teaching practices.

Most staff, students and parents reference an improvement in student behaviour across the school since the last review.

Staff recognise the role of PBL, the '*Spirit, Teamwork, Accountability, Respect, Safety*' (STARS) values, deans, high expectations and a firm approach to inappropriate student behaviours in this improvement. At the time of the review, most classrooms and learning environments are calm, orderly and conducive to productive teaching and learning. The school has a developed and published Student Code of Conduct. Many staff members indicate that this is yet to be consistently enacted. Specific reference is made to the mobile phone policy and the dress code. Consistency in the implementation of the agreed non-negotiables for students and staff in relation to the pre-correction, acknowledgement, correction and consequence, is yet to be established.

School leaders recognise the central role of highly effective teaching in the enhancement of student learning.

They identify the value of a consistent whole-school approach to teaching and learning. A focus on the use of an evidence-based pedagogical approach with high-yield pedagogical strategies is apparent. The school's 'engaging teaching' approach identifies signature practices in relation to predictable lesson sequencing, High Impact Teaching (HIT) strategies, and actionable feedback. A systematic approach to quality assure the implementation of the school's pedagogical framework, through lesson observation and feedback, coaching and mentoring for all teachers, by school leaders, is yet to fully emerge. Teachers indicate they would welcome further opportunities to receive feedback from school leaders and peers, to further improve pedagogical practice.

Staff members recognise that success looks different for individual students and strive to work collaboratively to provide the opportunities required for every student to be successful.

Staff have an understanding of the diversity of the students and acknowledge the importance of ensuring all are given appropriate learning opportunities and necessary support. Executive leaders acknowledge the importance of a culture of sustainable inclusion. School documentation states that key to supporting this culture is the capacity of classroom and specialist teachers to engage in structured, focused, and strategic collaboration. An Inclusive Education Policy and Procedure Handbook captures government policy and legislation, P-12 curriculum, assessment and reporting framework (P-12 CARF) material, student information, and data sets. Many teachers and leaders comment that a shared ownership of the school's



inclusion priority is yet to be apparent and further work is required to consistently enact inclusive education across the school.

The school has identified engaging curriculum as a key pillar for improvement in its strategic plan.

The plan articulates a vision for students to engage in a curriculum promoting global citizenship and to prepare for ‘... *a world that does not yet exist*’. To support this aspiration, the plan identifies three areas of curriculum focus: futures orientation, challenging, inclusive and engaging curriculum, and systematic curriculum delivery. Work to support this identified pillar includes three levels of planning, collaborative planning and moderation. A whole-school curriculum plan that captures cross-curricular priorities and general capabilities, and supports P-12 CARF alignment is yet to be developed.

The LT acknowledges the importance of building capacity and deepening practice for optimal student outcomes.

A commitment to the continuous improvement of teaching is apparent, with many keen to expand knowledge on how to strengthen current teaching practice. Most teachers express confidence in their fields and are able to readily access support to effectively implement the curriculum and pedagogy. The strong collegial support mechanisms provided by faculty teams strengthens teacher confidence through accessing support from colleagues and relevant school leaders.

Over time, the school has intentionally built partnerships with a range of community organisations, businesses, schools, and other educational institutions to improve opportunities and activities that are engaging, purposeful and relevant to the school’s strategic direction.

These partnerships have been deliberately chosen to value-add to an identified need and support student outcomes. Positive feedback is articulated regarding transition support for students entering Year 7 and for students leaving school before the completion of Year 12 or at the end of Year 12. Current students, teachers, non-teaching staff, parents, cluster primary principals, and external organisations discuss the care for students exhibited by school staff and the effectiveness of the programs.



2.2 Key improvement strategies

Further enhance the instructional leadership and change leadership capabilities of all members of the LT to drive, monitor and quality assure the successful enactment of the school's improvement agenda.

Determine and enact a whole-school approach to data to build consistent practice in the analysis and monitoring of student performance data at executive, sector, and faculty levels.

Quality assure the consistent implementation of agreed behaviour management processes and procedures as outlined in the Student Code of Conduct to positively impact student engagement and outcomes.

Collaboratively develop and implement a systematic approach to observation, feedback, mentoring and coaching to support implementation of agreed pedagogical practices.

Collaboratively determine the preferred model for inclusion, and document implementation strategies with in-built Quality Assurance (QA) processes.

Fully develop and consistently enact three levels of planning consistent with the intentions of the P-12 CARF, and address the general capabilities and cross-curriculum priorities.