

# Yarrabilba State Secondary College

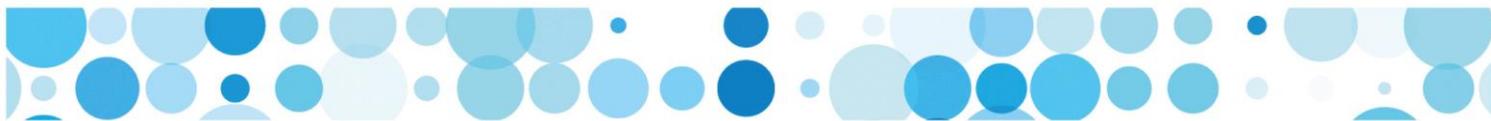
## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Yarrabilba State Secondary College** from **29 October to 2 November 2020**.

The report presents an evaluation of the college's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the college to implement in consultation with its regional office and college 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

Alan Smith	Internal reviewer, EIB (review chair)
Michael West	Peer reviewer
Raelene Fysh	External reviewer



## 1.2 School context

<b>Location:</b>	McKinnon Drive, Yarrabilba	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Years 7 to 8	
<b>Enrolment:</b>	280	
<b>Indigenous enrolment percentage:</b>	13 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	14.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	nil assigned in 2020	
<b>Year principal appointed:</b>	April 2019	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, eight Heads of Department (HOD), guidance officer, Business Manager (BM), 19 teachers, three teacher aides, chaplain, six cleaners, Information and Communication Technology (ICT) support officer, schools officer – grounds, schools officer – facilities, three administration officers, 22 students, six parents and president of Parents and Citizens' Association (P&C).

Community and business groups:

- Representative of LJ Hooker Yarrabilba and director of International Academy of Volleyball.

Partner schools and other educational providers:

- Principal of Yarrabilba State School, principal of Logan Village State School and principal of San Damiano College.

Government and departmental representatives:

- Councillor Logan City Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Student Code of Conduct
Investing for Success 2020	ICP flowchart
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
Teaching Framework	Supporting student diversity policy
School data plan	School newsletters and website
School Pulse Survey	Whole School Literacy Plan
Collegial Engagement framework	Whole School Numeracy Framework
Student learning and wellbeing framework 2020-2023	



## 2. Executive summary

### 2.1 Key findings

**College staff members have established a strong sense of community ownership in this new school.**

In the short period of time since opening, the college has developed connections and relationships across the local community to support the learning and wellbeing of students. The college community is supportive of the leadership of the college and describe staff members as caring and approachable. Parents speak positively in relation to the college and the educational opportunities afforded their child in a new school environment.

**College leaders and teachers are committed to the success of all students.**

There is a college-wide belief that every student is able to learn and achieve when provided with appropriate support and programs. A whole-college supporting student diversity policy is apparent. Teachers utilise a range of resources and sources of information to understand where students are at in their learning to identify appropriate teaching strategies to meet their learning needs.

**The college is the first of several high schools planned for Yarrabilba, a rapidly growing master-planned community between Logan and Beaudesert.**

The principal and leaders are united, and are committed to 'doing school differently' to ensure engagement and success for all students, including those with complex social, emotional, behavioural and learning needs. The principal articulates that the college vision statement, together with its motto, '*Learning today, leading tomorrow*', guides the college's focus in curriculum, teaching and learning and works in partnership with the core values of '*Curiosity, Courage, Collaboration, Creativity, Connection, Character*'. Some staff members articulate a desire to gain a further comprehensive understanding of how the college's vision will be achieved.

**Leaders express a strong belief in staff continually striving to further strengthen their capability to refine their teaching and learning practices, individually and collectively in the new college.**

The nurturing of a culture of continuous professional learning and improvement to advance a shared responsibility for student learning and success is viewed as the key to developing an expert teaching team. Teachers articulate the need to commit to continuous improvement of their own teaching and to develop the knowledge and skills required to improve student learning. The principal acknowledges the need to build the instructional leadership capabilities of the leadership team.



**The principal and college leaders have adopted an innovative approach to deliver the Australian Curriculum (AC).**

Through a commitment to Project-Based Learning (P-BL), they are encouraging teachers to collaborate within cross-curriculum teams to devise inventive ways to engage diverse learners. The principal contends that P-BL provides students with a platform to investigate and respond to authentic, engaging, and complex problems or challenges, related to the world they live in. P-BL is the college's point of difference. In addition to unit plans, year/band plans are developed. An overarching whole-school curriculum plan is yet to be finalised.

**College leaders recognise that quality teaching is crucial to improving student outcomes.**

The principal strongly encourages the use of research-based teaching practices in classrooms to ensure that every student is engaged, challenged and learning successfully. Teachers and leaders are committed to identifying, understanding and implementing better pedagogy in the pursuit of the best possible outcomes for students. The college's teaching framework describes 'what we teach, the way we think, our pedagogy, the way we teach, and our toolkit'. An emphasis on 21<sup>st</sup> Century skills is apparent. The importance of literacy is recognised by all staff members. A common understanding and consistent delivery of signature pedagogical practices and strategies are yet to be apparent.

**The college motto, vision, and values have been developed through a consultation process and are articulated and widely circulated in documents, displays and artefacts.**

Staff members and students articulate a positive approach exists within the college. The college leadership team and staff articulate the importance of positive and caring relationships to successful learning. A strong collegial culture of mutual trust and support has been established to promote student and staff wellbeing. A Positive Behaviour for Learning (PBL) committee has recently been formed with a range of college staff to track and analyse behaviour data. Committee members acknowledge there is further work to be done in the areas of a consistent approach to addressing behaviour, positive rewards structures, addressing lunchtime behaviours, and future planning in response to predicted future enrolment growth.

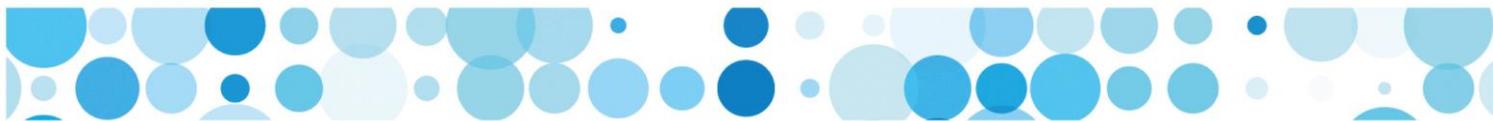
**College leaders are united in the belief that the systematic use of data is a key driver for student improvement.**

They recognise that the systematic analysis, monitoring and sharing of student academic, attendance and behaviour data is essential to informing college improvement priorities. College staff understand that data is a tool and not a goal. Teachers and college leaders refer to the use of OneSchool dashboard to inform starting points for each student within their classes.



**College leaders give priority to understanding and addressing the needs of students in a new and emerging school, and are able to creatively source and deploy available resources to meet those needs.**

The analysis of systemic and primary school data has informed the allocation of resources to address priority areas for college improvement. Students and staff are very proud of the state-of-the-art facilities. Further stages of development are confirmed to cater for student enrolment growth in 2021 and beyond, and will include an industry and design centre, visual and performing arts centres, and a 500 seat performing arts auditorium.



## 2.2 Key improvement strategies

Clearly articulate how the college will achieve its vision.

Build the capability of college leaders as instructional leaders.

Finalise the three levels of planning as required by the P-12 curriculum, assessment and reporting framework (P-12 CARF) and develop systematic processes to quality assure its enactment in classrooms.

Strengthen teachers' understanding, capabilities and confidence in the use of the college's agreed signature pedagogical approaches and strategies.

Strengthen staff member understanding of and commitment to implementing the 'zones of behaviour' with fidelity, providing training and development for all staff, in addition to Quality Assurance (QA) of processes and procedures.