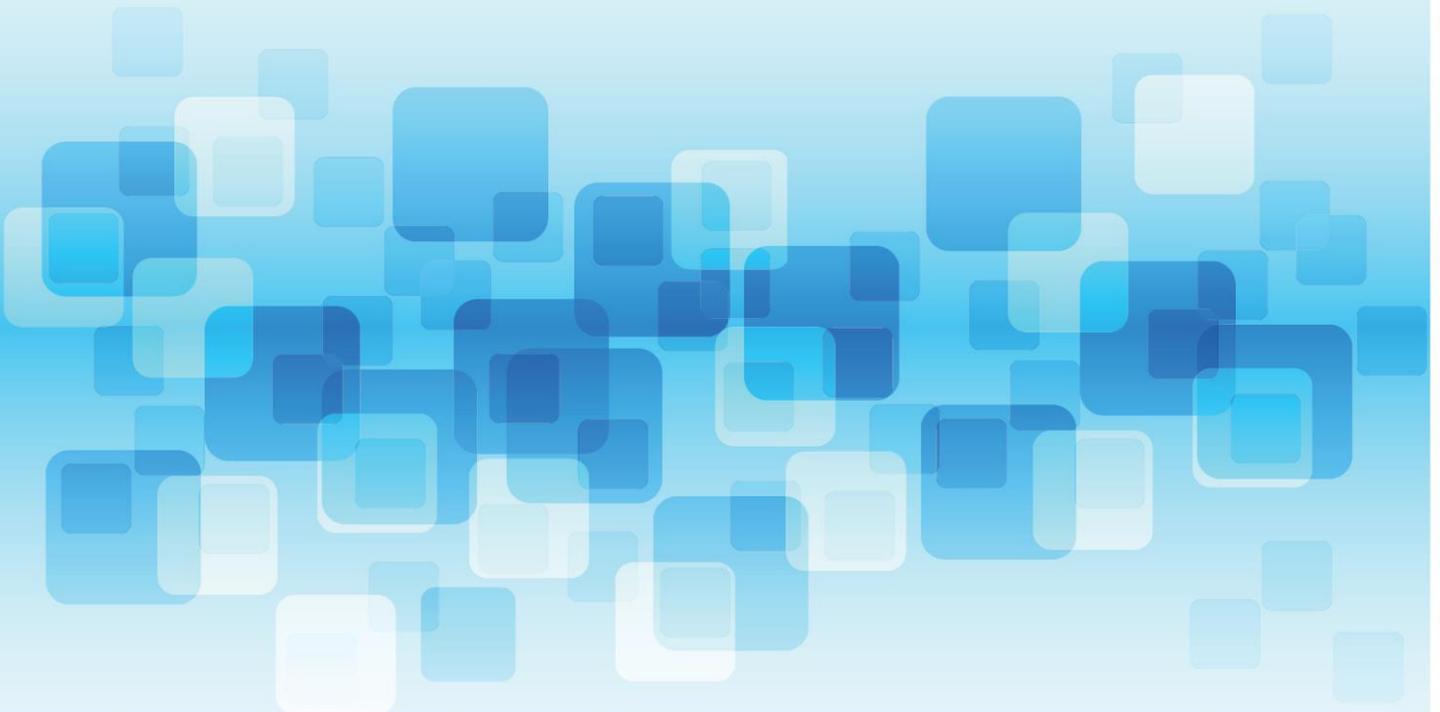




School Improvement Unit Report

Yeronga State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Yeronga State High School from 26 February to 1 March 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	159 Villa Street, Yeronga
Education region:	Metropolitan Region
The school opened in:	1960
Year levels:	Year 7 to Year 12
Current school enrolment:	679
Indigenous enrolments:	3 per cent
Students with disability enrolments:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	901
Year principal appointed:	2007
Number of teachers:	75 (full-time equivalent)
Nearby schools:	Yeronga State School, Moorooka State School, Junction Park State School
Significant community partnerships:	Australian Business Community Network (ABCN); KPMG, Griffith University, Queensland University of Technology, Milpera State High School, SCIPS, QPASST
Unique school programs:	Teaching ESL Students in Mainstream Classrooms (TESMC), Diploma courses, YConnect



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, two deputy principals, Head of Special Education Services (HOSES)
 - Six Heads of Department (HODs), master teacher, four Heads of Curriculum (HOC)
 - Six year coordinators and guidance officer
 - 18 teachers and three teacher aides
 - Business Services Manager (BSM) and two administration officers
 - Schools officer, two cleaning staff, canteen convenor
 - 55 students from Year 7 to Year 12
 - Parents and Citizens' Association (P&C) vice president and chair of School Council
 - three parents
 - Councillor for Tennyson Ward, Ms Nicole Johnston
 - Federal Member for Yeronga, Mr Graham Perrett

1.4 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Barry Courtney	Internal reviewer, SIU
Tony McGruther	External reviewer



2. Executive summary

2.1 Key findings

- Yeronga State High School has developed and is driving an explicit, detailed, narrow and sharp local school improvement agenda that is embraced by staff and understood by the school community.

The key improvement agendas of literacy, numeracy, quality pathways for students and explicit teaching are clearly described and are consistently identified by staff as driving their classroom practice.

- The school ethos is built around high expectations and a commitment to every student learning and achieving positive outcomes.

There is a strong sense of belonging and pride in the diversity of the school's student population. Many staff members and parents commented on the uniqueness of the school and the dedication of staff members to ensuring every student can be successful.

- The leadership team view the collection and interpretation of reliable data as an essential component of their leadership in driving the explicit improvement agenda.

Teachers utilise a wide range of student achievement and wellbeing data to analyse individual and cohort progress. The school has commenced the use of a data placemat in junior secondary to guide teachers' practice. Strategic and systematic use of data to inform practice is still developing across the school.

- There is a strong culture of de-privatised practice with systems in place to support the development of quality teaching through observations and feedback.

Learning walks by members of the leadership team and coaching by trained coaches are utilised to assist teacher development and monitor the implementation of the improvement agenda. Evidence suggests that the evolving role of Heads of Department (HODs) will require further description and professional learning in this area.

- The school leadership team actively promotes the use of differentiated teaching as an essential pedagogical practice to support engagement and learning for every student.

A data culture that will become the foundation for high quality classroom differentiation is being developed and is currently evident through the use of data placemats, diagnostic testing and collaborative planning.



- The school has recently developed an explicit and comprehensive pedagogical framework which is based on research and provides direction for the school.

The framework contains a number of standards of practice which describe effective pedagogy across the school. There is evidence that some of these standards are being implemented whilst others are in their early stages of implementation.

- The issue of digital technologies has been identified as an area for development at the school.

This is evidenced by comments from staff members relating to functionality, innovative pedagogy and resources.



2.2 Key improvement strategies

- Continue to implement and embed the explicit improvement agenda. Affirm and regularly celebrate the achievements of teachers in their personal acquisition of the key pedagogies and their success with individual students.
- Provide models for the progressive sharing and analysis of data across cohorts and faculties. Use this data and its trends, successes and questions routinely to modify pedagogies, classroom management and resource allocation for the achievement of student goals.
- Further develop a shared understanding of the evolving role of the HODs as instructional leaders and convenors of professional discussions regarding student learning and develop their capacity to deliver on these responsibilities.
- Use the *Differentiation Standard of Practice* and classroom placemats to build shared understanding and consistency of practice, and then apply relevant and effective differentiation strategies within subject areas.
- Embed the pedagogical framework and put in place quality assurance measures to ensure consistency.
- Develop and implement an eLearning vision for the school.