

Urlandangi State 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 **Urandangi State School** from **29 to 30 July 2020**.

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 Lead Principal 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

Lesley Vogan

Internal reviewer, EIB (review chair)

Anthony Palmer

Internal reviewer



1.2 School context

Location:	Margaret Street, Piturie	
Education region:	North Queensland Region	
Year levels:	Early Childhood to Year 6	
Enrolment:	9	
Indigenous enrolment percentage:	100 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	nil assigned	
Year principal appointed:	2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, teacher aide, cleaner, two chaplains, parent/carer and eight students.

Community and business groups:

- Owner local hotel.

Partner schools and other educational providers:

- Dajarra State School principal, Centre for Learning and Wellbeing (CLAW) head of wellbeing and hub finance officer.

Government and departmental representatives:

- Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2020)
Headline Indicators (May 2020 release)	OneSchool
Classroom learning displays	Curriculum planning documents
School pedagogical framework	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Staff learning journey wall	Student learning journey walls



2. Executive summary

2.1 Key findings

School staff and community members describe the culture of the school as ‘family’.

The school is driven by a deep belief that all students are capable of learning, with a shared responsibility amongst staff for the learning and wellbeing of all students. Students spend most of their time together within the classroom, during playtime and when at home in the community. Visitors entering the school are made to feel welcome and students are eager to discuss their learning, friendships, likes and dislikes. Students display an obvious sense of belonging. The principal is focused on building a strong sense of values across the school with a current focus on kindness and gratitude.

The principal strives to strengthen student belief in their capability to achieve.

A Dream Board inside the classroom documents students’ dreams for their future. The principal identifies this board as a beginning step in encouraging effort and student self-awareness and aligning schoolwork with real-life opportunities. Staff members have high expectations for student attendance, engagement and learning outcomes. The school’s ‘Positive 5’ success criteria of responsibility, respect, punctuality, safety and learning are the foundation for supporting student achievement and wellbeing.

The principal articulates a strong vision for the school that is supported by research-based best practice in teaching.

The school has a pedagogical framework that is underpinned by the Dimensions of Teaching and Learning (DoTL). The principal has commenced a review of the school framework to determine current relevance to school expectations. Teaching staff members have a range of experiences and are at different stages of their careers. As a newly formed school team the principal expresses an awareness of the need to develop a deep understanding of expected school pedagogies and a consistent approach to support students to access the curriculum.

The school is working to build a coherent and sequenced plan for curriculum delivery.

The principal articulates the importance of developing a curriculum plan that makes clear what teachers should teach, when they should teach it, and what students should learn. The principal acknowledges the ongoing need to support and lead staff members to work collaboratively to develop a deep understanding of the Australian Curriculum (AC). The principal identifies the opportunity to engage external support and expertise, including from the region, cluster and Centre for Learning and Wellbeing (CLAW), to further enhance the development of the curriculum planning processes and documentation at the school.



The principal leads and models professional learning in the school exemplified by a strong commitment to continual learning and reflection on personal and collective capability.

Staff members express a desire for quality professional learning and articulate the principal is supportive of them accessing this learning as it becomes available. The school budget has allocated funds for all staff to attend Professional Development (PD). The school is yet to have a formalised whole-school PD plan and an Annual Performance Review (APR) process that includes personal PD plans for staff members.

The principal articulates a desire to build a team of highly professional staff members with a shared understanding of effective school practice.

The school staff of teachers and teacher aides is a newly formed team in the beginning stages of building a collaborative and cohesive approach to delivering the school Explicit Improvement Agenda (EIA) and curriculum. Staff members express a desire to enhance their practice and continually develop the knowledge and skills required to improve student learning and wellbeing. The principal is exploring what classroom-based learning, modelling, mentoring and coaching will look like across the school as the school team builds trust and a mutual understanding of school improvement.

In collaboration with staff members and the local community the principal is committed to establishing and driving an EIA.

The principal has developed an EIA that is focused on improving student reading and writing outcomes. The principal regularly reflects on the Annual Implementation Plan (AIP) to determine progress towards goals and when possible seeks feedback from outside of the school. Through discussions with staff members and reflection on action planning, the principal identifies that further sharpening of the AIP is required, including a focus on the teaching of reading and writing to underpin the development of learning goals.

The principal places a high priority on analysing student achievement data to improve outcomes for all students.

The principal has undertaken a review of a range of student achievement data to identify the starting points for learning and understand achievement and improvement over time. The principal has designed and implemented Excel spreadsheets to summarise the academic achievement of all students across all learning areas. To support the school's EIA focus on reading and writing, a focus on the literacy continuum critical aspects of comprehension and aspects of writing has been introduced. These two critical aspects have been utilised to provide a basis for identifying and developing learning goals in reading and writing.

The school's location and context creates a unique situation and relationship, with the school being symbiotically linked with the community.

The school is acknowledged as being the community and the community is acknowledged as being the school. The school is active in seeking ways to enhance student learning and wellbeing through strong partnerships with parents, families and the community. Community members, parents, staff and students share their belief in the importance of quality education



and the strong sense of pride in the school. Staff members and parents discuss positive partnerships built on open and genuine relationships. Parents and community members discuss strong levels of communication from the school.



2.2 Key improvement strategies

Provide PD for staff members to build a deep understanding of expected school pedagogies and a consistent approach to support students to access the curriculum.

Investigate opportunities to engage and collaborate with external expertise to support the development of curriculum planning processes and documentation.

Develop and implement a formalised whole-school PD plan and an APR process that includes personal PD plans for staff members.

Develop processes that provide staff members with the opportunity to work with each other, share their practice and participate in observation and feedback loops within the school PD plan.

Develop school processes to maintain the school EIA as a dynamic action plan that is continually informed and shaped by the monitoring of targets and the evaluation of the effectiveness of school programs and initiatives.