

Undurba State 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 **Undurba State School** from **18 to 21 April 2017**.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Ross Kubler	Peer reviewer
Peter O'Beirne	External reviewer



1.2 School context

Location:	Ogg Road, Murrumba Downs
Education region:	North Coast Region
Year opened:	1978
Year levels:	Prep to Year 6
Enrolment:	1007
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1017
Year principal appointed:	2016
Full-time equivalent staff:	42
Significant partner schools:	Griffin State School, Murrumba State Secondary College.
Significant community partnerships:	FUNurba Before and After School Care, North Pine Baptist Church.
Significant school programs:	Undurba Balanced Reading Program, Positive Behaviour for Learning (PBL), Professional Learning Teams (PLT), Sci-Connect, aerobics and cheer program.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), acting Head of Special Education Services (HOSES), master teacher, Support Teacher Literacy and Numeracy (STLaN), guidance officer, Speech Language Pathologist (SLP), chaplain, Business Services Manager (BSM), administration officers, behaviour support teacher, 48 classroom teachers, three special education teachers, 15 teacher aides, Parents and Citizens' Association (P&C) president, four cleaners, two schools officers, tuckshop convenor, FUNdurba coordinator and 35 parents.

Partner schools and other educational providers:

- Principal of Murrumba Secondary State College, director of Goodstart Early Childhood Education centre.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	PBL for Learning Framework
Investing for Success 2017	Reading Framework
Headline Indicators 2016	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Staff meeting agendas	Curriculum planning documents
School pedagogical framework	Leadership Roles and Responsibilities
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey 2016



2. Executive summary

2.1 Key findings

The school leadership team articulates a shared commitment to improvement and is developing and leading an Explicit Improvement Agenda (EIA).

A strong focus to improve the learning outcomes of students through the building of teacher capacity is apparent. The EIA is focused on the improvement in reading outcomes for students.

The school introduced Positive Behaviour for Learning (PBL) in 2011.

The school has explicit and comprehensive processes and procedures regarding supporting behaviour expectations in the school. PBL is embedded in the culture of the school. Staff members and students speak highly of the consistent implementation of PBL.

The school is implementing the Australian Curriculum (AC) through the use of Curriculum into the Classroom (C2C) units of work.

The school has developed curriculum planning documents to assist teachers to plan for the delivery of curriculum in their classrooms. C2C year level unit overviews are provided for teachers. A whole-school curriculum plan is yet to be developed.

The school has a number of forums to discuss the school's strategic direction and operation.

These forums include staff meetings, school professional development days, year level meetings and Professional Learning Teams (PLT). PLTs provide a vehicle for teacher discussion regarding curriculum. Staff members are receptive to providing further input into decisions that impact on classroom practices and school operations.

Teachers appreciate the opportunity to work with their year level colleagues to develop curriculum.

Teachers value the PLTs as they provide opportunities to develop consistent practice. Teaching staff members comment they would appreciate PLTs maintaining a curriculum focus rather than a range of professional learning activities.

The school views reliable school data as essential to improving the outcomes of students.

The school has an assessment schedule and collects a range of student achievement data. Each term teachers meet with a member of the school leadership team to discuss student progress and strategies for improvement. A culture of data analysis is building across the school.



The school leadership team articulates a need to embed high expectations regarding student attendance, engagement and outcomes.

The school is working to set expected student achievement standards and teaching and learning expectations. Aspirational targets for all levels of achievement are developing across the school.

There is a strong collegiality amongst staff members.

Staff members comment on the strong relationships they have with peers. Staff members comment on a sense of belonging and mutual support in the Undurba community. A number of staff members are long serving at the school. A staff wellbeing committee is developing strategies to support staff work-life balance.

The school has access to a range of human and financial resources to meet the learning of all students with additional needs.

Support teachers, special education staff and teacher aides are deployed across the school to meet the needs of identified students, including those requiring extension in their learning. A coordinated approach to utilising the range of resources to target and maximise these allocations is yet to be developed.

The school has a range of partnerships that supports the school and community.

The Parents and Citizens' Association (P&C) operates the FUNdurba Kids Club Out of School Hours Care (OSHC) centre and the tuckshop. FUNdurba is the major income source for the P&C. The program operates at 90 per cent capacity. The FUNdurba program is highly valued by the school community. Mission Australia operates the Early Learning Centre, Undurba Kindergarten, on site and has an active partnership with the school. The majority of these students transition to the school.



2.2 Key improvement strategies

Work with regional curriculum advisors to develop and implement a whole-school curriculum plan.

Actively engage staff members in the decision-making processes of the school to embed collaborative processes and develop staff member ownership.

Collaboratively refine the PLT model to clearly define its curriculum purpose, focus and timeline.

Develop the data literacy skills of teachers to confidently identify starting points for learning, monitor and analyse student progress, and reflect on the effectiveness of their teaching.

Collaboratively develop ambitious achievement targets for cohorts that set high expectations for student learning.

Maximise individual support to students through the coordination of the resources of learning support and the Special Education Program (SEP).