

Undurba 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 **Undurba State School** from **16 to 18 March 2021**.

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.

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

1.1 Review team

Greg Brand	Internal reviewer, EIB (review chair)
Deirdre von Guillaume	Peer reviewer
Bradley Roberts	Peer reviewer
Robert Cole	External reviewer



1.2 School context

Location:	Ogg Road, Murrumba Downs	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	923.6	
Indigenous enrolment percentage:	4.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	24.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1004	
Year principal appointed:	April 2020	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), curriculum coordinator, three sector leaders, guidance officer, Speech Language Pathologist (SLP), 38 teachers, five teacher aides, three administration assistants, chaplain, 92 students, 68 parents, two grounds staff and two ancillary staff.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives, two North Pine Baptist Church representatives and two Goodstart Kindergarten Undurba representatives.

Partner schools and other educational providers:

- Four staff representatives from Murrumba State Secondary College and principal Griffin State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School Inclusion Data placemat	School wellbeing framework
School Frameworks for Mathematics	Code of Student Conduct – 2021 to 2023
School based curriculum, assessment and reporting planning documents	Headline Indicators (October 2020 release)



2. Executive summary

2.1 Key findings

School leaders are united and demonstrate a commitment to continuous improvement, with the aspiration of moving the school from ‘Good to Great’.

The school’s motto of ‘*Aim for the best*’ is firmly embedded in the culture of the school whereby the principal and staff are committed to empowering every student to reach their potential, and to improving learning outcomes and opportunities for students. All staff members are universally committed to providing a caring and nurturing educational environment, with structures established to support and encourage student wellbeing. Parents clearly express that the enthusiasm, professionalism and genuine kindness school leaders and staff demonstrate on a daily basis are highly appreciated and recognised across the wider community.

Staff, students and parents demonstrate a strong sense of pride in and belonging to the school.


Positive and caring relationships are clearly apparent across teaching and support staff, students and parents. Parents acknowledge the positive interactions with the full range of staff and comment favourably on the relationship between home and school and the opportunities provided to be genuine partners in their child’s learning. Students speak highly of their teachers and teacher aides who support them in their learning. Many students express that they enjoy their school experience because the staff ‘join in and have fun with them’ in a range of ways, including the well-renowned traditions of the ‘durby dazzlers’ and ‘bubbles and music’ going home experience to conclude the school week.

The principal emphasises a collaborative approach to working, highlighting that a strong culture and engendering staff ownership will support the work of the school.

In recent years there have been changes to the leadership team, with the current principal commencing in Term 2, 2020. The school’s Annual Implementation Plan (AIP) articulates clarity in data and clarity in differentiation as the two key focus areas underpinning the work of the school. All school leaders are committed to realising improvements in student achievement in English Levels of Achievement (LOA) across the school. Staff members express high levels of satisfaction in progressing the current Explicit Improvement Agenda (EIA) in a manageable and collaborative manner, and look forward to continuing this way of working. School leaders acknowledge the importance of continually reviewing and monitoring initiatives, programs and resourcing to ensure they are effective in producing desired improvements in student learning outcomes.

School leaders are committed to inclusive practices and describe the improvements they would like to see realised across the school for all students.

The deputy principal–inclusion is driving the school’s understanding of inclusive practices and works closely with members of the Learning Access Team (LAT) to support a wide range of learners in identified target groups across the school. Teachers articulate the



importance of delivering quality teaching and learning experiences for all students. All staff express commitment to providing differentiated learning experiences for the range of learners in their class in their day-to-day practice. The deputy principal–inclusion is engaging proactively with all staff in ensuring they are familiar with school-wide data, current departmental policies and practices that support schools in creating an inclusive school culture.

School leaders are committed to enhancing teacher practices and share an understanding that high quality teaching and learning will assist in taking the school from *Good to Great*.

All teachers at the school are committed to identifying, understanding and implementing agreed, highly effective teaching practices. Teachers articulate a desire to collaborate and to co-design teaching experiences for students to support them in their learning. School leaders acknowledge a range of quality teaching and learning practices is utilised across the school. School leaders indicate a need to further review and refine effective evidence-based practices to define the signature pedagogies, ensuring consistency of practice and agreed expectations regarding teaching and learning.

School leaders articulate the development of staff into expert teaching and support teams is central to improving learning and wellbeing outcomes for students.

Many teachers enjoy opportunities to model their teaching, Watching Others Work (WOW) and improving their knowledge and skills in teaching. A collegial engagement framework has been developed and shared across the school. Members of the feedback committee express a commitment to the implementation of the school's collegial engagement framework. School leaders recognise the need to formalise processes and practices reflected in the collegial engagement framework to value add to the EIA. Formal observation, coaching and feedback processes aligned to the EIA and school priorities continue to emerge.

The principal is strongly committed to supporting professional learning and capability building of staff in ensuring the success of the EIA.

Class teachers identify the positive impact the practice of Professional Learning Teams (PLT) is having on building their knowledge of the Australian Curriculum (AC). Staff articulate PLTs provide them with a collegial forum to engage in rigorous conversation focused on student achievement data, and sharing of strategies to improve student learning outcomes in English.

Parents speak positively of the levels of care and support provided by the school.

Students, parents, and community members identify that confidence in the school is high. Parents articulate that school leaders and teachers are approachable and generous with their time regarding their child's learning at school. Teaching staff and school leaders actively seek ways to enhance student learning and wellbeing by engaging with families, building and maintaining strong partnerships with neighbouring schools and linking with relevant community groups. The Parents and Citizens' Association (P&C) takes a strong interest in the learning agenda of the school. School leaders view the P&C as an equal



partner in the school's success and welcome them into whole-school decision-making processes.



2.2 Key improvement strategies

Sustain a deep focus on the EIA, with rigorous cycles of review to ensure key strategies, approaches, initiatives and resourcing are producing desired improvements in student learning outcomes.

Collaboratively review and develop a whole-school philosophy of inclusion and inclusive practices to establish a shared understanding of 'every student succeeding'.

Collaboratively review and refine the agreed signature pedagogical practices to inform teaching and learning across the school, and continually build staff capability to implement.

Implement the school's collegial engagement framework providing consistency for all staff to strengthen their teaching practices aligned to key school priorities and the EIA.