

School name

School-led review validation executive summary

About the school

Yarwun State School thanks the people of the Byellee, the Goreng Goreng, Taribelang Bunda and the Goereng for sharing the lands and waterways with us.

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	47
Indigenous enrolment	11.1%
Students with disability	57.4%
Index of Community Socio-Educational Advantage (ICSEA) value	964

About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Yarwun State School** on **6 November 2023**.

- **Kylie Smith**, Senior Principal, Reviews, SRR (validation chair)
- **Darren Sengstock**, Principal, Reviews, SRR
- **Dale Magner**, School Supervisor

Key improvement strategies

Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.

Domain 6: Systematic curriculum delivery

Develop and systematically enact a school curriculum, assessment and reporting plan aligned to the Australian Curriculum (AC) and the Department of Education's (DoE) approach to the teaching of reading to ensure all students access all elements of the curriculum.

Domain 8: Effective pedagogical practices

Develop a whole-school approach to pedagogy including a range of data to inform agreed practices that build the capability of teachers to choose and consistently enact high-impact teaching strategies to enhance learning of all students, including high-achieving students.

Domain 7: Differentiated teaching and learning

Develop and enact a consistent process for classroom teachers to record differentiation strategies and reasonable adjustments to ensure consistent and relevant data informs resource allocation and teaching and learning progression.

Domain 5: An expert teaching team

Collaboratively review and enact the collegial engagement framework to enable all staff to regularly participate in systematic observation, feedback and coaching aligned to school priorities.

Key affirmations



All staff members acknowledge and appreciate their collegial and cohesive school team.

Staff appreciate the collegiality of their strong team. They appreciate each other as individuals and highly value the role each team member plays. The current staff profile contains experienced long term career teachers, teacher aides and early career staff. The principal ensures that informal opportunities are created for staff to work together to learn from each other's practices. All staff experience a high level of support and trust, enabling opportunities to receive informal verbal feedback from their colleagues to progress their capability to meet students' needs.

All students are empowered to learn through high support and inclusive practices.

All staff acknowledge the diverse needs of their students and are thoroughly committed to providing high levels of care and support to ensure all needs are met and adjustments made to guarantee students are engaged in their learning. Staff collaborate as a team and harness their collective knowledge and skills to provide engaging environments and conditions for students to reach their potential. This in turn results in students describing their learning opportunities with enthusiasm, joy and the satisfaction they feel when they achieve personal successes.



All community members hold each other in high levels of positive regard.

Staff speak appreciatively of the fact that they think the best thing about the school are each other and the students. Students speak appreciatively of their teachers and how much effort the teachers make to ensure learning is interesting and fun. Parents speak of how friendly and approachable the staff are and the care they take of their children. Staff and parents speak of all being on the same team and working together in the best interests of the students of Yarwun.



The school values a range of productive community partnerships which support student learning.

The school staff are viewed by the school community as a family away from home. Parents speak positively about the approachability of the principal and staff and how they make themselves available to talk about their child. The school newsletter enhances this communication. The school values and nurtures a variety of partnership with community agencies and businesses to support student learning. The principal and staff collaboratively participate in moderating student work and planning curriculum with the Gladstone Alliance of State Schools (GASS) Cluster Schools.

