



School Improvement Unit Report

Eungella State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Eungella State School from 3 to 4 August, 2015. 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: | Chelmer Street, Eungella |
| Education region: | Central Queensland |
| The school opened in: | 1928 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 33 |
| Indigenous enrolments: | 9 per cent |
| Students with disability enrolments: | 6 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 976 |
| Year principal appointed: | July 2015 |
| Number of teachers: | 2 |
| Nearby schools: | Finch Hatton State School, Pinnacle State School, Gargett State school. |
| Significant community partnerships: | Stephanie Alexander Kitchen Garden; School Chaplain |
| Unique school programs: | Stephanie Alexander Kitchen Garden program |



1.3 Review methodology

The review was conducted by a team of two 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 two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Teacher
 - Four teacher aides
 - Administration assistant
 - Eight student leaders
 - Parents and Citizens' Association (P&C) president
 - Four community members
 - Seven parents
 - Early child care provider
 - Feeder high school
 - All 33 students across the school

1.4 Review team

| | |
|-------------|---------------------------------------|
| Esta Thiris | Internal reviewer, SIU (review chair) |
| Ruth Machen | Peer reviewer |



2. Executive summary

2.1 Key findings

- Students, staff and parents speak very highly of the school and value its small school culture.

The school presents as calm and positive and classes are orderly and purposeful. There is a positive, caring relationship between staff and students. This is evidenced by the manner in which staff, students and parents interact across the school.

- The principal is committed to finding ways to improve on current student outcomes.

Student achievement data has been analysed to inform the improvement agenda. Writing, numeracy, reading and attendance are the school's priority through the current strategic plan and are the continuing focus of the work of the school. The school has a range of targets and strategies to support this agenda.

- The principal views reliable data as essential to the effective leadership of the school.

School data is presented and discussed with staff. There is some evidence that these analyses impact on teaching practices and school processes. The data literacy of staff is developing.

- The school is developing a culture of professional improvement which includes observation, modelling and a collegial approach to planning for teaching and learning.

Staff indicate that they are open to receiving feedback on their teaching practices through a formal process of coaching, modelling, observation and feedback as previously provided by a regional coach. The principal conducts classroom walkthroughs with the intention of building towards a more formal process.

- The Stephanie Alexander Kitchen Garden is an integral part of the life of the school.

On a weekly basis students tend to the garden and use the produce to prepare and cook meals which are shared and enjoyed by all. The garden program is regularly supported by parents and community volunteers. The Parents and Citizens' Association (P&C) financially supports this program and recognises the positive effect on student learning outcomes and student wellbeing.

- The school has an attendance target of 94 percent of the school year.

The principal has indicated that attendance is a priority and has developed a whole-school attendance strategy. Included in the strategy are a variety of incentives such as the weekly attendance cup and certificates. The students appreciate the incentives and purpose of this strategy.



- The school has curriculum programs and frameworks to support teacher planning and student learning.

The school has a curriculum framework that is currently under review, with the intention of building this framework further to cater for the multi-age aspect of the school. This framework draws from Curriculum into the Classroom (C2C) as the significant resource. The school is also in the process of reviewing the pedagogical framework to support effective teaching practices to improve student learning.



2.2 Key improvement strategies

- Ensure that the clearly articulated whole-school improvement agenda is narrow and sharp and is accompanied by appropriate and collaboratively determined targets, timelines, appropriate resourcing and professional development for all school personnel.
- Develop and implement a whole-school professional learning plan, aligned to the school's improvement agenda, including staff annual performance plans.
- Build teacher data literacy so they can confidently identify starting points for teaching, track, monitor and analyse student learning, reflect on the effectiveness of their teaching and make adjustments in a timely manner.
- Enhance the whole-school attendance strategy to support student engagement through collaboration with parents and community.
- Collaboratively review the school's curriculum framework including a developmental Prep to Year 6 scope and sequence document aligned to the Australian Curriculum.
- Collaboratively review and develop the school's pedagogical framework to ensure a fit for purpose and an ownership of this document.
- Maintain a school culture of high expectations in teaching, learning, attendance and behaviour.