

Eungella State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Eungella State School** from **17 to 18 October 2019**.

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

1.1 Review team

Darren Marsh

Internal reviewer, SIU (review chair)

Tracy Mussap

Peer reviewer



1.2 School context

Location:	Eungella Dam Road, Eungella
Education region:	Central Queensland Region
Year opened:	1928
Year levels:	Prep to Year 6
Enrolment:	33
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	957
Year principal appointed:	2015
Day 8 staffing teacher full-time equivalent (FTE):	2.99
Significant partner schools:	Mirani State High School, Upper Pioneer Valley Small Schools Cluster, Northern Highway Cluster
Significant community partnerships:	Platypus Playcare, Eungella Community Development Association, Mackay Regional Council Community and Youth Development
Significant school programs:	Student Wellbeing Program, Stephanie Alexander Kitchen Garden (SAKG)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Teaching principal, teacher, Head of Curriculum (HOC), guidance officer, three teacher aides, Business Manager (BM), cleaner, grounds person, Parents and Citizens' Association (P&C) vice president and treasurer, six parents and 23 students.

Community and business groups:

- Childcare and Kindergarten (C&K) Platypus Playcare kindergarten teacher.

Partner schools and other educational providers:

- Principal of Pinnacle State School and deputy principal of Mirani State High School.

Government and departmental representatives:

- Community and Youth Development Officer from Mackay Regional Council, State Member for Mirani and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School Data Profile (Semester 1 2019)
Investing for Success 2019	Strategic Plan 2016-2019
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School pedagogical framework	Transition Statement
Literacy Diagnostic Assessment plan	Headline Indicators (April 2019 release)
Mathematics Assessment plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Year Level Information for Parents brochures	School based curriculum, assessment and reporting framework
School wellbeing for learning and life document	Report card and NAPLAN update Semester 1 2019



2. Executive summary

2.1 Key findings

The principal and staff members at the school demonstrate a commitment to the success of every student in achieving learning and wellbeing outcomes.

This aligns to the school's motto of '*Aiming high, each one unique*'. The school expects that all students will learn successfully and has set high expectations for attendance, engagement and learning. Staff members are united in their commitment to the school and to improve the quality of teaching and learning. Students report that staff members care about them and their learning. The school is part of the Stephanie Alexander Kitchen Garden (SAKG) program.

A whole-school curriculum assessment and reporting framework aligned to the Australian Curriculum (AC) is developed.

The plan outlines what and when teachers should teach and students should learn for all of the learning areas. Three levels of planning that include whole-school, year level and know and do unit plans are developed. The school shares a Head of Curriculum (HOC) with the Northern Highway Cluster. The HOC has worked with the principal to develop the school's curriculum assessment and reporting framework in addition to working with staff members to develop their knowledge and skills in implementing the AC.

An Explicit Improvement Agenda (EIA) is developed for 2019 and includes writing, mathematical problem solving, and building teacher quality and capability.

The EIA is reflected in the Annual Implementation Plan (AIP). The EIA is shared with parents through the distribution of year level information brochures that include the curriculum to be covered for the term in addition to the 2019 school priorities. Staff members acknowledge that they are developing their understanding of the improvement strategies for each of the priority areas and the timelines for their implementation. The principal acknowledges that the development of a clear and narrow EIA that includes strategies, timelines, roles and responsibilities, success checks and targets will help to sharpen the focus on improvement in the priority areas.

A whole-school approach to the teaching of reading and writing is developed.

The principal articulates that the school's reading program is due for review. This will enable a whole-school approach to the teaching of reading to be consistent across the school. The writing program has been reviewed and is currently in draft. The principal articulates the importance of aligning the implementation of the teaching of reading and writing across the school.



It is recognised by the principal that quality teaching is the key to improving student learning outcomes.

The school's pedagogical framework is based on the Dimensions of Teaching and Learning (DoTL). The principal and teacher keep informed of current research regarding effective teaching practices, articulating the signature teaching strategies used at the school as Explicit Instruction¹ (EI), Gradual Release of Responsibility² (GRR) and Visible Learning³. The principal reports a trial of the use of Age-appropriate pedagogies (AAP) this year. Use of the signature teaching practices across the two classrooms varies. Expectations regarding the implementation of the agreed teaching practices are emerging.

The principal articulates the use of reliable student data as important to improvement in student learning.

A range of assessment tools is used to monitor student learning in literacy and numeracy. A documented literacy diagnostic assessment and mathematics assessment plan is developed for the collection of student performance data. The use of internal monitoring data to track student progress and to inform the next steps for teaching and student learning is apparent. The principal acknowledges that the development of a whole-school data plan that includes all data collection tools, timelines, targets and the purpose for collecting the data is required to enable consistency of data collection and use across the school.

The school views parents and families as integral members of the school community.

Staff members and parents of the school articulate the importance of positive and caring relationships that work to build mutually respectful partnerships across the school community. They report a desire to strengthen the partnership and communication between the school, parents and the wider community in the pursuit of achieving enhanced student learning outcomes.

All staff members are committed to improving learning outcomes for every student.

Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully when motivated and provided with the appropriate learning opportunities and necessary support. Staff members strive to ensure that students are appropriately engaged and challenged by designing classroom activities to meet their learning needs.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press

² Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD)

³ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.



Partnerships developed at the school are maintained on the basis of their capacity to contribute to student learning and school improvement.

The school is a member of the Upper Pioneer Valley Small Schools Cluster, Pioneer Valley Cluster and Northern Highway Cluster of schools. Each of the cluster groups works to provide collegial support to each other in addition to working together to participate in a range of interschool competitions, Professional Development (PD), curriculum planning days and moderation opportunities.



2.2 Key improvement strategies

Collaboratively develop and communicate a sharp and narrow EIA that includes improvement strategies, timelines, roles and responsibilities and success checks.

Collaboratively review and develop the whole-school approach to teaching reading and writing, aligned to the AC.

Collaboratively review the pedagogical framework, defining the school's signature pedagogical practices, along with clear expectations for their implementation across the two classrooms.

Develop a whole-school data plan that incorporates the literacy diagnostic and mathematics assessment plans, including the full range of data collection tools and timelines that align to the EIA and system priorities which enable the identification of gaps in learning and tracking of student progress over time.

Develop and implement a parent engagement strategy to further engage parents as partners in student learning.