

Eumundi 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 School Improvement Unit (SIU) at **Eumundi State School** from **18 to 19 October 2018**.

The report presents an evaluation of the school's performance against four of 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 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

Garry Lacey	Internal reviewer, SIU (review chair)
Terry Davidson	Peer reviewer
Pam Hall	External reviewer



1.2 School context

Location:	Caplick Way, Eumundi
Education region:	North Coast Region
Year opened:	1893
Year levels:	Prep to Year 6
Enrolment:	660
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1061
Year principal appointed:	2007
Day 8 Staffing Teacher Full-time equivalent numbers:	38.3
Significant partner schools:	North Arm State School, Noosaville State School
Significant community partnerships:	Eumundi Markets, Noosa District State High School
Significant school programs:	Environmental Program, Ignite English and Mathematics, Glee Club



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSSES), two Support Teachers – Literacy and Numeracy (STLaN), 20 classroom teachers, Health and Physical Education (HPE) teacher, digital technology teacher, Special Education Program (SEP) teacher, 57 students and 8 parents.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	School data plan
Investing for Success 2018	School curriculum framework
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School pedagogical framework
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Professional development plans
School newsletters and website	School Opinion Survey
Report Card and NAPLAN Update Semester 1 2018	



2. Executive summary

2.1 Key findings

A strong, supportive team culture and high staff morale are apparent throughout the school.

There is a high level of commitment driving a culture of high expectations amongst staff and students. Staff collegiality and mutual trust exist throughout the school with the professional culture inspiring staff members to exhibit high levels of professional energy for the work they do in the school. Staff members articulate great pride in the work they do and ‘go the extra mile’ in the interests of their colleagues and students. Sharing of practice and resources, and providing informal support for each other are features of the school. The ongoing support received from members of the leadership team is highly regarded by staff members.

Teachers engage with school leaders and year level colleagues to discuss data, particularly in relation to mathematics.

These data conversations predominantly relate to the North Coast Region ‘Show Me’ pre-test data. Teaching teams input data into a spreadsheet that provides a data display for collaborative analysis. Teachers utilise this data to identify the ‘Big 4’ for focused teaching. This defined process is well supported by classroom teachers who value its effectiveness in enabling them to identify starting points for future learning. Post-test data is utilised to measure the success of the focused teaching processes that occur throughout the term.

The school team is committed to the development of effective teaching and learning practices across the school.

The school has engaged three coaches who work alongside teachers in developing their repertoires of practice in areas aligned to the school’s priority areas for development. This process includes the coach modelling lessons for teachers and, in a later phase of the process, observing the class teacher using the strategy. Feedback is provided for the teacher’s consideration. Teachers articulate that this model of coaching and mentoring, including feedback, is an effective process that has assisted in the improvement of their teaching practice.

The principal values collaborative processes to promote consistency of practice across the school.

Teachers are committed to developing their skills in areas aligned to the school’s priority areas. Some teachers indicate a challenge in consolidating these practices to inform their day-to-day work with students. The school’s leadership team is committed to working with teachers to develop agreed practices relating to the school’s priority areas, provide sufficient time and support for teachers to embed these and employ consistent monitoring processes to ensure uniformity of practice across the school.



Members of the leadership team are committed to enhancing the data processes at the school to promote higher levels of teacher data literacy.

An emerging aspect of the data processes in the school is the regular opportunities for deeper discussions of data in school teams to identify starting points for future learning and generate strategies for continuous improvement. Opportunities for teams of teachers to engage in case management processes that promote collaborative problem solving of identified challenges for student learning are yet to occur.

Classroom teachers are encouraged to identify and address the learning needs of the full range of students.

Staff members articulate there are high achieving students across the school. Academic and competition-based programs including IMPACT and Ignite are offered outside the classroom and involve a number of identified students. Some staff members express a desire to be able to enhance their knowledge of strategies to appropriately engage, challenge and extend student learning within the classroom context. The school's leadership team expresses a commitment to supporting teachers to design classroom activities to meet the needs of these students.

The principal is leading a professional school culture of collaboration and shared responsibility for student learning and success for all students.

School leaders lead curriculum, teaching and learning processes across the school. They work alongside teachers to develop their repertoires of practice. This is particularly apparent in their active engagement with the coaching models to further strengthen teacher capabilities in providing collegial coaching and feedback. School leaders are committed to strengthening their instructional leadership capabilities to further assist teachers to optimise the achievement of students.

There is an expectation from school leaders that staff members build positive relationships with students that engender mutual trust and respect.

The establishment of classroom environments that are conducive to learning, are supportive of students and value risk taking and mistakes as natural parts of the learning journey for each student, is valued. Students report they appreciate the strong sense of belonging they have at the school and the ongoing support and encouragement they receive during the teaching and learning process.

In the teaching of mathematics, a consistent approach to teaching and learning is apparent.

Teachers confidently describe a range of strategies they use to engage their students in evidence-based teaching and learning practices. These include the use of warm ups to promote automaticity and engaging students in problem solving and mathematical investigations. Hands-on activities, buddy learning, the use of flip boards and interactive learning are common aspects of the teaching and learning process in mathematics.



2.2 Key improvement strategies

Work with teachers to develop agreed practices relating to the school's priority areas, provide sufficient time and support for teachers to embed these and implement consistent monitoring processes to ensure uniformity of practice across the school.

Work with teams of teachers to enable deeper discussions of data and generate strategies for continuous improvement, including opportunities for case management.

Ensure that differentiation is an ongoing school priority and a feature of every teacher's planning and practice, including specific consideration for high achieving students in classroom learning.

Build networked relationships that support school and teacher leadership development including opportunities to strengthen capacity and abilities as instructional leaders.