

Eumundi State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Eumundi State School** from **23 to 25 May 2022**.

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 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

Len Fehlhaber	Internal reviewer, EIB (review chair)
Ben Turner	Peer reviewer
John Enright	External reviewer



1.2 School context

Indigenous land name:	Gubbi Gubbi
Location:	Caplick Way, Eumundi
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	650
Indigenous enrolment percentage:	2.4 per cent
Students with disability percentage:	12.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1057
Year principal appointed:	2022 – acting



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Support Teachers Literacy and Numeracy (STLaN), Head of Special Education Services (HOSES), school chaplain, Business Manager (BM), Head of Department – Curriculum (HOD-C), 29 teachers, administration officer, teacher aide and facilities officer.

Community and business groups:

- Country Women's Association (CWA) representative and Eumundi Voice representative.

Partner schools and other educational providers:

- Deputy principal of junior secondary at Noosa District State High School Pomona campus, Eumundi early childhood centre and Helping Hands Network Outside School Hours Care (OSHC).

Government and departmental representatives:

- State Member for Ninderry and ARD.



2. Executive summary

2.1 Key findings

The school ethos is built around high expectations and a commitment to excellence, and is driven by a deep belief that every student will learn and achieve positive outcomes.

This is underpinned by the school's motto of *'While we live we grow'*, highlighting that everyone is a learner and that learning is a lifelong activity. High levels of trust are apparent across the school community, and parents, school leaders and teachers work together in mutually supportive ways creating a happy and optimistic feel to the school.

The leadership team is committed to the development of staff as an expert teaching team and understand that this is central to improving student outcomes.


There is an expectation that all members of the teaching team will be committed to the continuous improvement of knowledge and practice. Staff members have a high level of confidence in the work they undertake and express eagerness to further develop their knowledge of how students learn. The broader school community values the commitment and support that staff members demonstrate for all students. Staff members are committed to the school and work together in an environment where a strong collegial culture is apparent. Staff members speak highly of mutual trust and respect for each other.

Teachers and leaders positively describe the integrated units of work and projects being developed in 2022.

Science, Technology, Engineering and Mathematics (STEM) / Science, Technology, Engineering, Arts and Mathematics (STEAM) projects and integrated units of work are being developed this year. Teachers and leaders acknowledge that the development of integrated units of work will require significant Professional Development (PD) in, and deep understanding of, the Australian Curriculum (AC). The use of the school's integrated unit process assists teachers and leaders during the collaborative development of units. Leaders acknowledge a need to collaborate with school clusters and regional support teams to grow and share knowledge of the AC in developing integrated units.

The school has developed a whole-school pedagogy and professional learning plan designed to bring together key elements of the school improvement plan to improve student outcomes.

The plan highlights a range of areas including the current school priorities of writing, integrated units and positive learning, in addition to targeted teaching, high expectations, engaged learning and intentionally inviting learning environment. The pedagogy – classroom teaching section mentions Gradual Release of Responsibility (GRR) and the use of a coaching/observation/feedback model. Most teachers indicate they are yet to engage with the plan.



The opportunity for school leaders to engage in processes to ensure the identified whole-school pedagogy is effectively implemented in all classrooms through agreed Quality Assurance (QA) practices are acknowledged as important future work.

Teachers have a collective belief that every student is capable of learning successfully with the appropriate opportunities and support.

The leadership team acknowledges that there is a need to ensure that differentiation is an ongoing school priority and a regular feature of every teacher's planning and practice. Teachers aspire to support and monitor the progress of all students. The co-teaching model implemented supports teachers to develop their ability to apply strategies that cater for identified students within daily literacy lessons. Whilst most teachers demonstrate an ability to collaboratively develop and implement reasonable adjustments into their daily teaching, identifying and providing appropriate adjustments during assessment periods remains an area of continuing work.

There is a clear commitment to support student learning with resources allocated in an intentional, targeted manner to meet local and system priorities.

The school utilises specialist staff to provide Non-Contact Time (NCT) allowing for the creation of an Enviro Centre that is staffed by a full-time teacher who has knowledge and skills in permaculture and horticulture. Students indicate that they look forward to science lessons, particularly the regular time each term where they work in the Enviro Centre vegetable garden and worm farm, and look after chickens. All aspects of the school community value the Enviro Centre and express a desire for it to remain a long-term feature of the school.

High quality curriculum planning and teaching are identified as key aspects for continued improvement of learning outcomes for all students.

School leaders have a clear vision for the school's learning agenda that is focused on providing all students with access to quality learning experiences that reflect the requirements of the AC. Teachers express gratitude towards the work of the Head of Department – Curriculum (HOD-C) in developing the Eumundi State School Key Information (ESSKI), describing it as a useful online storage location for curriculum planning resources and documents that allows easy access to all resources. Students express excitement and strong engagement for the school's Enviro Centre curriculum offerings.

Students, parents and community members speak positively of the school and the learning opportunities offered.

Community members outline the growth and fostering of a positive sense of community as essential to the ethos of the school. Students speak proudly of their connection to the school. Parents are valued as partners in their child's learning, and their involvement in the school and classroom is encouraged.

The school maintains extensive partnerships and connections with the community. These relationships provide reciprocal benefit to both the school and community with the



organisations helping to fund a variety of projects and competitions across the school, and students engaging in the community and supporting local events.



2.2 Key improvement strategies

Strengthen teacher knowledge of the AC to support the development and implementation of quality assured, integrated curriculum units including collaboration at a cluster and regional level.

Develop processes to ensure the identified whole-school pedagogy is effectively implemented in all classrooms through agreed QA practice.

Extend the capability of teaching staff to implement reasonable adjustments for students aligned to the conditions of assessment items.

Develop a workforce plan outlining staff succession plans to ensure highly valued, specialised school initiatives are appropriately staffed to ensure long-term sustainability.