

# Emu Creek 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 Education Improvement Branch (EIB) at **Emu Creek State School** from **25 to 27 August 2021**.

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

### 1.1 Review team

Leah Mullane

Internal reviewer, EIB (review chair)

Laurelle Allen

Internal reviewer



## 1.2 School context

<b>Location:</b>	New England Highway, East Greenmount	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	30	
<b>Indigenous enrolment percentage:</b>	3.33 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	13.3 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	23.33 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1012	
<b>Year principal appointed:</b>	Term 2 2021 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, two teacher aides, chaplain, Business Manager (BM), cleaner, 26 students and 14 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) vice president, secretary and treasurer, Drayton Woolworths representative and religious instruction teacher.

Partner schools and other educational providers:

- Back Plains State School principal, Clifton State High School Head of Special Education Services (HOSES) and Denise Kable Unit behaviour coach.

Government and departmental representatives:

- Councillor Toowoomba Regional Council, State Member for Condamine and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	School newsletters and website
School data plan	Student Code of Conduct
School Opinion Survey	Professional development plans
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework
School Online Reporting Dashboard (SORD)	



## 2. Executive summary

### 2.1 Key findings

**The school is fostering a family atmosphere that promotes respect and genuine care for each member of the small school community.**

Staff members note that the small number of students within the school enhances their ability to develop strong bonds with students and their families. Many parents indicate that they chose the school because of its size and reputation for treating each child as a valuable member of the school. Staff members articulate that they share a strong commitment and sense of responsibility for the wellbeing of every student. Some community members indicate that school staff are recognised as compassionate and caring.

**Staff members present as a united team with a commitment to the school and each other.**

The working relationship between staff members is respectful and professional. Each staff member indicates that they feel valued by colleagues, parents and students. Teachers express high regard for the expertise of teacher aides and identify that they are integral to classroom operations. Teacher aides indicate that they are long-standing members of staff and appreciate the trust that enables them to maintain significant responsibilities in the school.

**Staff members are united in driving the ongoing improvement of learning and wellbeing outcomes for all students.**

The 2021 Annual Implementation Plan (AIP) aligns to the strategic plan with three improvement priorities of writing, reading and culture. The principal describes the AIP as the current Explicit Improvement Agenda (EIA) for the school. Staff members identify reading as the current focus area for improvement. The AIP lists a range of strategies for improvement with 15 actions for implementation. Staff member understanding of the strategies and actions aligned to the AIP is yet to be consistently articulated.

**The school places emphasis on collecting qualitative and quantitative data to monitor individual student progress.**

The school has set a 2021 target of 90 per cent of students at, or above a 'C' standard in English. Actions to achieve this target include the co-construction of a data wall and the building of data literacies through team meetings. Teachers articulate that they have created a data wall that tracks student reading levels. Cards are arranged to enable staff members to identify at a glance, students that are 'at', 'above', 'below' standard or 'not progressing'. Teachers identify that processes to triangulate diagnostic and Level of Achievement (LOA) data to identify gaps and trends in learning at an individual, class, and whole-school level are yet to be explored.



**Staff members identify that delivery of the Australian Curriculum (AC) is the core business of the school.**

During the course of the strategic planning cycle, emphasis has been placed on the development of the three levels of planning. Teachers plan for the implementation of their units through the review of Curriculum into the Classroom (C2C) units. A cluster template for unit planning is available for teachers to utilise when documenting their unit planning. Teachers express variable usage of this document. Consistent expectations for school-wide processes in unit planning are yet to be developed.

**The school community is committed to creating and maintaining a learning culture that is nurturing and provides all students with maximum opportunity to access the curriculum.**

Staff members suggest that there is an increasing number of students requiring additional support or intervention for them to succeed in their learning. Staff members express a commitment to providing the best possible support for these students and outline the challenges that they face in meeting the diverse learning needs within the classroom. Some staff members have attended Professional Development (PD) within the cluster for supporting students with disability. Some staff members suggest that further opportunities to build knowledge of disability-specific support strategies and capability to effectively differentiate curriculum delivery would be appreciated.

**Teachers are provided with feedback on their practice informally through discussions at staff meetings.**

The principal identifies that further opportunities to discuss and share effective practices occur during staff meetings. The principal indicates that, on occasion, staff members incidentally observe each other's practice. The principal conducts walkthroughs during lessons and provides informal verbal feedback to teachers on the observed practice. Some teachers express a desire for opportunities to share their practice with colleagues and to receive formal feedback on their practice.

**The wellbeing of every student is viewed as the foundation for student success.**

Staff members indicate that they know each student's strengths, interests, and wellbeing needs. Some staff members identify that the school is working to develop student capability to identify and manage their feelings. The Zones of Regulation strategy is being applied in both classrooms. Students are able to explain how they reflect on their feelings each day and identify that they need to be in the green zone to be ready to work. Additional programs including Rock and Water are delivered by the chaplain to build confidence, resilience and social skills.

**The Parents and Citizens' Association (P&C) is a driving force in supporting the school to provide best outcomes for students and families.**

The school has an active and dedicated P&C that supports the school through contributing to whole-school decision making, volunteering and fundraising. The P&C supports families through the supply of student books and stationery, and providing students with a new



uniform shirt and hat at the beginning of the year. The P&C is proud of the improvement they have made within the school, including a fully equipped tuckshop and indicate having a plan to upgrade a sandpit and shade cover. P&C representatives indicate their primary focus is to provide financial subsidies that ensure every student has access to all activities within the school. Parents express appreciation for the work of the P&C that provides students with enhanced opportunities within the school.





## 2.2 Key improvement strategies

Develop an action plan for the enactment of the EIA with clear timelines for implementation, and roles, responsibilities and accountabilities for all staff members.

Develop systematic processes to triangulate diagnostic and LOA data to identify trends and gaps in learning at an individual, class, and whole-school level to inform plans for intervention, teaching and resourcing.

Schedule regular opportunities for collaborative planning and set consistent expectations and processes for the planning of curriculum units.

Strengthen the capability of staff members to differentiate for the diverse learning needs of all students and enhance inclusive practices within the multi-age setting.

Collaboratively develop and implement a process for mentoring, modelling, and cycles of observation and feedback.