

# Emu Creek State School

## School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.







### Acknowledgement of Country

We would like to respectfully acknowledge the Traditional Owners/ Custodians, the Giabal peoples and Jarowair peoples, and connections to Western Wakka Wakka of the land on which this review has taken place, and Elders past, present and emerging. We also acknowledge the contribution of other First Nations community to Toowoomba.

### About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	38
Indigenous enrolments	Nil
Students with disability	34%
Index of Community Socio-Educational Advantage (ICSEA) value	1026

### About the review

 2 reviewers from 6 to 7 November 2024	 44 participants	 10 staff members
 21 students	 8 parents	 5 community members

### Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

**Domain 2: Analysing and discussing data**  
Further refine data collection processes to ensure alignment with school priorities and support regular monitoring of students' learning progress.

Prioritise opportunities for all staff to regularly discuss and analyse relevant data sets to monitor the effectiveness of specific interventions and practices.

**Domain 5: Building and expert teaching team**  
Strengthen opportunities for staff feedback and reflection, including cluster collaboration, to showcase effective practice, learn from each other and promote a culture of continuous professional improvement.

**Domain 8: Implementing effective pedagogical practices**  
Create opportunities to enhance staff capability in evidence-informed pedagogical practices to support teachers to select pedagogies in consideration of the learners.

**Domain 7: Differentiating teaching and learning**  
Collaboratively enhance staff capability to provide differentiated teaching and learning to ensure all students are appropriately engaged, challenged and extended.

### Key affirmations



**Parents, students and staff highlight a personalised approach to learning, and speak of the positive impact this has on students.**

Parents, students and staff describe a personalised approach to teaching and learning based on positive relationships. Staff speak of knowing each child on an individual level, and using this knowledge to remove any barriers to learning. Staff and parents reference this personalised learning approach as helping all students to flourish.



**Community members and staff speak highly of, and value, the school's place in the community.**

Members of the community describe the 'family feel' of the school. They discuss how everyone is made to feel welcome, and strong, caring relationships between staff, students and parents foster mutual respect and a positive school environment. Community members speak of feeling connected to the school. Staff and community members are looking forward to proudly celebrating the school's 150-year anniversary next year.



**Staff identify the collaborative teamwork and unity of their colleagues as highlights of the school.**

Staff describe a strong sense of collegiality which supports them both professionally and personally. They articulate they are a united team and have a strong sense of connection to their colleagues, commenting that everyone's opinions are valued and heard. Staff appreciate the consistency of whole-school approaches, and attribute the high levels of morale to their shared commitment and mutual respect.



**Students and staff describe a curriculum that is engaging and student-centred.**

Staff share a collaborative approach to planning and implementing the curriculum. The principal and staff outline how the curriculum has been contextualised to best connect with students in the small, multi-age setting. Students articulate how much they enjoy coming to school, and appreciate their teachers' efforts to make learning engaging.



**Teachers and the principal praise the work of the cluster as supportive and adding value to their professional development.**

Staff describe an active cluster which engages in moderation to support rigorous implementation of the curriculum. They share how cluster and regional staff contribute their knowledge to help quality assure contextualised units of work. Staff view these opportunities as helping to continuously build their curriculum knowledge and capability.