

# Emu Park 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 Park State School** from **13 to 15 September 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

|              |                                       |
|--------------|---------------------------------------|
| Scott Curtis | Internal reviewer, EIB (review chair) |
| Shelley Dole | External reviewer                     |
| Ken Swan     | External reviewer                     |



## 1.2 School context

|  |  |               |
|--|--|---------------|
| <b>Location:</b>   | Fountain Street, Emu Park  |               |
| <b>Education region:</b>   | Central Queensland Region  |               |
| <b>Year levels:</b>  | Prep to Year 6   |               |
| <b>Enrolment:</b>  | 471  |               |
| <b>Indigenous enrolment percentage:</b>                              | 14 per cent  |               |
| <b>Students with disability:</b>                                     | <b>Education Adjustment Program (EAP) percentage:</b>              | 11.4 per cent |
|  | <b>Nationally Consistent Collection of Data (NCCD) percentage:</b> | 14.2 per cent |
| <b>Index of Community Socio-Educational Advantage (ICSEA) value:</b> | 950  |               |
| <b>Year principal appointed:</b>                                     | 2006   |               |



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Learning Engagement Acceleration Program (LEAP), Head of Department – Curriculum (HOD-C), Business Manager (BM), 25 teachers, eight teacher aides, four administrative officers, guidance officer, tuckshop convenor, 23 parents and 42 students.

Community and business groups:

- Emu Park State School Parents and Citizens' Association (P&C) representative and Drakes supermarket representative.

Partner schools and other educational providers:

- Yeppoon State High School deputy principal, North Keppel Island Environment Education Centre (NKIEEC) principal and Coastal Kids Emu Park Child Care director.

Government and departmental representatives:

- Federal Member for Capricornia, State Member for Keppel and ARD.

### 1.4 Supporting documentary evidence

|                                     |   |
|-------------------------------------|---|
| Annual Implementation Plan 2021     | Explicit Improvement Agenda 2021            |
| Investing for Success 2021          | Strategic Plan 2018-2021                    |
| School newsletters and website      | School Data Profile (Semester 1, 2021)      |
| OneSchool                           | School budget overview                      |
| Capacity Building 2021              | Learning Framework – digital                |
| School Opinion Survey               | Headline Indicators (April 2021 release)    |
| School based planning documentation | School Online Reporting Dashboard           |
| Student Code of Conduct             | Diagnostic and Standardised Assessment Plan |



## 2. Executive summary

### 2.1 Key findings

#### **Big enough for opportunity; small enough to care.**

These words embody the ethos of the school and encapsulate the work of the school community. Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use. Students are polite and extend greetings to teachers and other adults they pass as they move around the school. The school environment reflects a school-wide commitment to purposeful, successful learning.

#### **Teachers speak highly of the leadership team.**

Staff articulate trusting and respecting the leadership team for their experience, expertise and knowledge. They identify leaders as being approachable, friendly and non-judgemental. Leaders' open-door policy builds confidence in staff that any matters can be raised and that they will be heard. Staff express feeling valued, recognised, supported and cared for. The leadership team takes great care to support collaboration across the school.

#### **A high priority on student and staff wellbeing is apparent through the Whole Being Education program.**

This program has been enacted by the school over several years and is visible across the whole school. This program incorporates 'six habits' that are referenced by staff as guiding school-wide expectations of self and others. The leadership team acknowledges the multi-dimensional nature of the program means that new staff need time and orientation to embed this nuanced program.

#### **Staff members have a shared responsibility for supporting student learning and success.**

Many teachers indicate there is changing complexity in student enrolments. School leaders acknowledge that the increasing diversity of the student population is necessitating new strategies and approaches to meet their needs. Professional Development (PD) to support classroom and Learning Engagement Acceleration Program (LEAP) teachers to collaboratively review and plan strategies to meet the needs of all students is an emerging priority.

#### **A Head of Department – Curriculum (HOD-C) supports teachers in the implementation of the Australian Curriculum (AC).**

The HOD-C supports year-level and cohort teams with their planning for and assessment of the curriculum, with a focus on building the capability of teaching staff. Teachers are aware of the need to ensure unit planning is locally contextualised. The HOD-C and Head of LEAP have key roles in ensuring the AC is made relevant to students. School leaders indicate the need to further quality assure unit planning and implementation processes, the consistency of band plans, and support for differentiation in curriculum implementation as emerging focus areas.



**Differentiation is a priority of the school.**

Leaders actively work to make differentiation a feature of every teacher's practice through building teacher capability and a mindset of inclusion. Planning documents incorporate reminders that differentiation is about 'knowing your students'. Leaders and some teachers indicate the ongoing challenge of differentiation for the full range of students. They indicate the need for further PD to enhance practice.

**Highly effective teaching is acknowledged as the key to improving student learning outcomes consistently and reliably.**

The school has identified a range of key pedagogies to be used consistently across year levels ensuring students have continuity in the learning methods being utilised by teachers. Staff articulate that pedagogies when implemented effectively across the school will foster student engagement and wellbeing, and promote learning. Zone Charts are placed throughout the school to provide a consistent platform and language for student management, engagement, instruction and learning.

**Leaders working alongside teachers in the observation and feedback space.**

Through a collaboratively designed feedback tool, leaders assign the traffic light scale to teacher and student observations. These cover teaching and learning practices, the learning environment and student feedback mechanisms. Data collected through individual observation is de-identified and presented to the staff as a synopsis of practice. Staff are able to clearly identify strengths and opportunities for improvement. This data supports the informing of professional learning opportunities and school-wide responses.



## 2.2 Key improvement strategies

Review and revitalise the Whole Being Education program across the school to strengthen knowledge and understanding and support consistency of implementation, particularly for new staff.

Build teacher knowledge, skills and capability through team structures to meet the diverse needs of students, particularly those requiring behavioural support.

Enable cohort teams to co-develop processes to quality assure the rigour of curriculum planning and implementation across all learning areas.

Enhance staff knowledge, understanding and capability in best practice, high-yield differentiation practices.