

Eulo State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Eulo State School** from **24 May** to **25 May 2018**.

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 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

Mona Anau	Internal reviewer, SIU (review chair)
David Cramb	Peer reviewer



1.2 School context

Location:	Leo Street, Eulo
Education region:	Darling Downs South West Region
Year opened:	1888
Year levels:	Prep to Year 6 (enrolled) Remote Kindy (registered)
Enrolment:	12
Indigenous enrolment percentage:	33.3 per cent
Students with disability enrolment percentage:	8.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	865
Year principal appointed:	2017
Full-time equivalent staff:	1.4
Significant partner schools:	Thargomindah State School, Cunnamulla P-12 State School, Brisbane School of Distance Education (BSDE) - Japanese
Significant community partnerships:	Eulo State School Playgroup, Adopt-a-Cop – Eulo Police Officer, Eulo Parents and Citizens’ Association (P&C), Police liaison officers – Cunnamulla, Music In the Mulga – local country music festival, Cunnamulla Show, ANZAC Day Service, Cunnamulla Library, Remote Kindy, Early Childhood Education and Care (ECEC)
Significant school programs:	Healthy Hearing program (CACH), Eulo State School Playgroup, Student Leadership, Learn to Swim, Respectful Relationships, district sports – swimming, cross country and athletics, Under 8’s Day



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, two teacher aides, administration officer, Parents and Citizens' Association (P&C) representative/ parent/grounds officer, community representative and six students.

Community and business groups:

- Eulo Playgroup, Eulo Police and Remote Kindy.

Partner schools and other educational providers:

- Cunnamulla State High School and ECEC.

Government and departmental representatives:

- Paroo Shire Councillor and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school projects a positive culture with a supportive environment and promotes a philosophy of individualised learning.

Staff, parents and community members demonstrate respectful relationships, speak highly of the school, and consistently recognise its strong, community-based support. The tone of the school echoes a commitment to successful learning with staff members collectively advocating high expectations for all learners.

The school is well respected by the community due to its supportive and personalised learning approach.

The school places a high priority on ensuring that staff, in their day-to-day teaching, address the learning needs of all students. Teachers are encouraged to support, monitor closely the progress of individuals, and tailor classroom activities to the level of each student's needs. Teacher practices across the school reflect the belief that although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities.

The principal and staff members support the implementation of the school's improvement agenda.

The 2018 Annual Implementation Plan (AIP) details strategies for each improvement priority. The plan outlines strategies, targets, timelines and responsible officers. The use of the AIP, Investing for Success (I4S), Quadrennial School Review (QSR), school annual report and targets are linked with the school improvement priorities. The school has a strategic focus that covers a range of curriculum areas including reading, writing - English, mathematics and other key learning areas. The principal and staff members identify the Explicit Improvement agenda (EIA) is reading.

A strong collegial culture is apparent at the school.

The principal, teacher and teacher aides work closely together. The staff members meet regularly to discuss student and school progress. With the expansion of teaching and non-teaching staff, it is apparent that specific roles and responsibilities aligned to the EIA will strengthen collaboration, ownership and capacity building of teacher and teacher aide expertise.



Curriculum is co-constructed and co-delivered by the teaching team through sharing expertise.

The principal expresses a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC). A combination of the AC content descriptions, adopted Curriculum into the Classroom (C2C) resources and components of the Central Queensland document are used to develop programs. The school is currently developing a coherent and sequenced plan for a multi-age curriculum across all year levels that will make clear for teachers what to teach and when, and what students should learn.

The school has a transition process for students beginning Prep.

A playgroup operating for two hours a week and a remote kindy program that operates weekly for 15 hours are conducted on site. The school supports these with materials and space. A volunteer coordinates the playgroup under the principal's supervision and the school partners with Early Childhood Education and Care (ECEC) to employ a staff member to support the kindy students. The school continues to refine the early years programs, including the playgroup and kindy and is aware that ongoing discussions and planning are required for a smooth transition to be maintained.

The school has a strong, positive reputation within the community.

Parents, students and local community members speak positively about the school. Staff members have established strong partnerships with parents, families and local businesses. The school has established partnerships with a significant number of community organisations to support student-learning opportunities. These established partnerships are an integral part of the school culture and wider community.



2.2 Key improvement strategies

Refine the current improvement agenda to ensure a sharp and narrow focus enabling all staff members to have a deep understanding of the EIA agenda.

Review, clarify and communicate the specific roles, responsibilities and accountabilities for all staff members detailing key actions and implementation timelines.

Continue to regularly monitor expenditure and measure the effectiveness of targeted human resources and programs to support student learning.

Continue to embed a coherent and sequenced plan for a multi-age curriculum across all year levels, to enable a consistent approach for teachers to know what to teach and when, so that all students can achieve.

Evaluate and refine the current early learning programs, including playgroup and kindy to ensure a sustainable and consistent transition.