

Eagle Junction 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 School Improvement Unit (SIU) at **Eagle Junction State School** from **8 to 12 November, 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

Garry Lacey	Internal reviewer, SIU (review chair)
Michael Kelly	Peer reviewer
Jenny Nayler	External reviewer



1.2 School context

Location:	Roseby Avenue, Clayfield
Education region:	Metropolitan Region
Year opened:	1895
Year levels:	Prep to Year 6
Enrolment:	886
Indigenous enrolment percentage:	1.3 per cent
Students with disability enrolment percentage:	2.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1158
Year principal appointed:	2016
Day 8 Staffing Teacher Full-time equivalent numbers:	52
Significant partner schools:	Ascot State School, Woolloowin State School, Nundah State School, Hendra State School, Clayfield College, St Agatha's Catholic Primary School, Kedron State High School, Aviation High School
Significant community partnerships:	Clayfield Returned and Services League of Australia (RSL), Save the Bilby Foundation, City Cluster of Schools, Brisbane Inner North Early Years (BINEY) Network, Vellore Children's Hospital, Carinity Care Nursing Home, Scripture Union Chaplaincy, Gardiner Chess
Significant school programs:	Mini Festivals – partnership with City Cluster of School, INFUSE – partnership with Kedron State High School, High Achievers – partnership with Kelvin Grove State College, Young Scholars, Bright Minds Brilliant Futures Program – partnership with the Queensland Academy for Science, Mathematics and Technology (QASMT) and Queensland Academy for Creative Industries (QACI), Science, Technology, Engineering and Mathematics (STEM) – partnership with Aviation High School, Queensland Academies Partnerships online learning, Solid Pathways for high performing Indigenous students, City Cluster Student Leadership program, Junior Engineers – Years 5 and 6 robotics and Years 3 and 4 coding, Fanfare – statewide music competition, Singfest – music enrichment, Metropolitan Choral Honours camps – regional music enrichment, Music Muster – regional music enrichment, Creative Dance Industries – Years 3 to 6 specialist dance teachers



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Support teacher Literacy and Numeracy (STLaN), master teacher, guidance officer, 26 classroom teachers, Japanese language teacher, music teacher, two intensive teachers, English as an Additional Language or Dialect (EAL/D) teacher, Special Education Program (SEP) teacher, Business Manager (BM), 12 teacher aides, two administration officers, tuckshop convenor, 15 parents, 72 students and Literacy Enhancement Team (LET).

Community and business groups:

- Parents and Citizens' Association (P&C) president, Indigenous Elder, local RSL president and Scripture Union representative.

Partner schools and other educational providers:

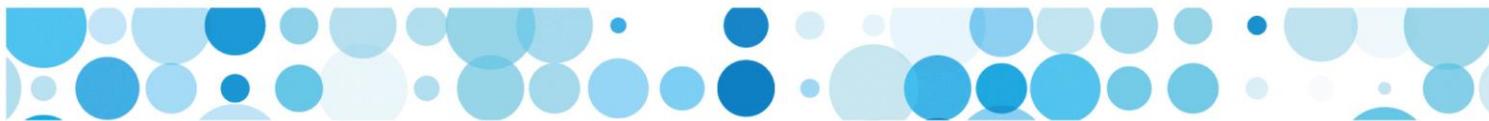
- Principal local feeder high school, deputy principal local cluster high school, BINEY network coordinator and principal local cluster primary school.

Government and departmental representatives:

- State Member for Clayfield and ARD.

1.4 Supporting documentary evidence

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



2. Executive summary

2.1 Key findings

Parents and other community members express high levels of satisfaction with the school.

The school is regarded as high performing and as a place that supports and cares for students. There are high expectations to maintain positive learning outcomes for the range of student learners. Parents indicate that they are kept informed of their child's learning and are regarded as key partners. Parents speak highly of their child's teacher and the school's leadership team, and take every opportunity to check-in with teachers to discuss any aspect of their child's learning.

The school's leadership team and teaching staff members are committed to implementing curriculum programs aligned to the Australian Curriculum (AC).

Teachers are provided with release time for a half-day each term to work with their year level colleagues and the Head of Curriculum (HOC) to develop curriculum units. The school has developed a bank of units across all learning areas that are centrally stored and used as the basis for discussions relating to current planning. Teaching staff report a backward mapping process is undertaken whereby the assessment task and Guide to Making Judgements (GTMJ) are considered in conjunction with the achievement standard and the content descriptions of the AC.

Students are provided with a broad range of learning experiences that enable them to develop skills in areas of enthusiasm or interest.

The school promotes music and choral endeavours through its instrumental music, strings and choral programs that engage large numbers of students with a range of performance opportunities. Gala sports days are offered in summer and winter sports each year. A school camping program is offered to students in Years 4 to 6 each year. Students are afforded the opportunity to participate in a range of other extension learning activities including mini-festivals, the INFUSE program and partnerships with Queensland Academies. Students express appreciation at the time school staff members take to provide them with these learning experiences. Parents speak highly of these opportunities for engagement in co-curricular learning.

The school team is committed to improving learning outcomes for all students with a clear vision established for the school.

The Explicit Improvement Agenda (EIA) focuses on improving teaching and learning in literacy and numeracy through visible learning practices. Discussions with teachers indicate they are at different stages in their knowledge and ability to implement the various elements of the EIA and would appreciate further time and support to effectively implement strategies into their repertoire of practice. Processes to closely monitor the implementation of the school's EIA in terms of consistency of teacher practice are yet to be fully implemented.



The leadership team places a strong emphasis on the use of data to track student achievement and improvement.

The school data wall contains a wealth of information relating to student progress in reading. This wall serves as a tool for year level teams to meet and discuss student performance. Year level teams meet at additional times to discuss a range of student data. The leadership team acknowledges the need to continue building a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time through the use of formative, diagnostic and summative data.

School leaders value and support teacher use of research-based teaching practices to build student engagement and learning.

Teachers are developing their repertoire of visible learning practices including the articulation of learning intentions, success criteria, learning goals and the use of feedback. Processes to routinely evaluate the effectiveness of specific pedagogical practices and to make subsequent adjustments to practice are yet to be developed. School leaders acknowledge the need to quality assure the pedagogical practices utilised to ensure teachers have a deep understanding of the agreed visible learning practices for consistent implementation in all classrooms.

The school's leadership team expects that all teachers will utilise, and build their skills in, a shared repertoire of strategies.

Learning walks are conducted to provide teachers and school leaders with opportunities to view teaching practice and for teachers to receive feedback from their year level peers. A template, including questions for students, is used to varying extents across the school. Some teachers identify the need for the provision of more detailed and targeted feedback. School leaders acknowledge the need to ensure that the school's observation, feedback, coaching and mentoring models provide timely support and advice to teachers regarding their practices in the priority areas.

School staff members embrace high expectations for student learning.

A challenging learning classroom culture that provides opportunities for higher order thinking, problem solving, investigations and use of digital technologies is emerging practice across classrooms. The school has commenced the process of developing Science, Technology, Engineering and Mathematics (STEM) as a priority at the school. The promotion of a culture of innovation and inquiry through creative exploration and independent learning is emerging through the school's focus on wide ranging co-curricular and extension learning programs.



The school places a high priority identifying and addressing the learning needs of all students.

Close monitoring occurs to ensure all students who may require additional support to achieve expected benchmarks are provided with the appropriate support. A range of school-wide teams supports classroom teachers in differentiating for the learning needs of students. A coordinated approach is clearly developed for these specialist support staff members to enact differentiated learning programs across the school. Teachers have a clear understanding and ownership of their responsibility for curriculum planning and delivery in an endeavour to cater for the full range of students.

The staff, students and parents articulate a view that the school is connected to the community through positive and caring relationships.

The respectful interactions between students and staff are a notable feature of the school. Students move about with a minimum of fuss and readily follow the school rules. Students engage in their learning and identify their teachers as highly significant in providing them with ongoing support relating to their learning. Students identify a strong sense of belonging to the school and to their class.

A strong culture of staff collegiality and mutual trust exists throughout the school.

This is particularly apparent in the school's model of collaborative curriculum planning and the establishment of strong year level team structures. Staff members readily share practices and resources with colleagues and provide formal and informal support for each other and to new and beginning teachers. Levels of staff morale are predominantly high and staff members speak positively of their work in the school and the support they receive from colleagues and school leaders.



2.2 Key improvement strategies

Provide further time and support for teachers to embed agreed strategies relating to the school's EIA and ensure consistency of practice through regular monitoring processes.

Build a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time through the use of formative, diagnostic and summative data.

Quality assure the pedagogical practices utilised to ensure teachers have a deep understanding of the agreed visible learning practices for consistent implementation in all classrooms.

Ensure the school's observation, feedback, coaching and mentoring models provide timely support and advice to all members of the teaching team on classroom practices in the priority areas.

Promote a culture of inquiry and innovation whereby creative exploration and independent learning are valued.