Eagle Junction State School

Executive Summary

School and Region Reviews

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Eagle Junction State School** from **2** to **4 August 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Review team

Noel Baggs	Internal reviewer, SRR (review chair)
Justin Kummerow	Peer reviewer
Paul Herchell	External reviewer
Jo Diessel	External reviewer

1.2 School context

Indigenous land name:	Turrbal
Location:	Roseby Avenue, Clayfield
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	968
Indigenous enrolment percentage:	1.75 per cent
Students with disability percentage:	5.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1156
Year principal appointed:	2016

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, guidance officer, 40 teachers, 45 students, 51 parents, Speech Language Pathologist (SLP), chaplain, Business Manager (BM), three administration officers, 16 teacher aides, seven auxiliary staff and tuckshop convenor.

Community and business groups:

- Local Indigenous Elder, Brisbane City Council – Active School Travel (AST), Parents and Citizens' Association (P&C) president and student wellbeing representative.

Partner schools and other educational providers:

- Bayview Terrace Early Childhood Centre director, Kids Capers Early Childhood Education Centre director, EJ Kids Care Outside School Hours Care (OSHC) representative, Kelvin Grove State College principal, Kedron State High School Head of Department (HOD) junior secondary, Milton State School principal and West End State School principal.

Government and departmental representatives:

- State Member for Clayfield and ARD.

2. Executive summary

2.1 Key findings

Staff are driven by the belief that every student is capable of successful learning.

Staff commit to every student, in every classroom, every day, and ensure all students are capable of successful learning. A clear focus on understanding the learner is apparent. Staff possess and display a strong alignment to continuous improvement for all students through the analysis of student data. A culture of academic performance and high expectations is nurtured at the school. This is reflected in student achievement data when compared with schools across the nation.

The school has genuine community partnerships enhancing student opportunities.

The school is viewed as an integral part of the local community. Students, parents and community members speak positively and in high regard of the school. The fostering of a positive sense of community is spoken of by all stakeholders. A strong, vibrant Parents and Citizens' Association (P&C), with a large membership, raises substantial funds through its business operations. Subcommittees provide a mechanism for staff and parent collaboration in key areas, including music, Prep, Year 6 and sustainability. A genuine, productive and strategic partnership is apparent between the school and P&C, resulting in significant benefits to students' learning.

Staff indicate a willingness to engage in a wider range of professional learning opportunities.

Leaders acknowledge the need to ensure all staff members are supported in their capability development, and are provided with meaningful and timely feedback. Teaching staff articulate they would value further systematic and individualised feedback on the extent to which they are engaging in, and achieving, teaching and learning priorities. Leaders articulate the next steps are to collaboratively develop and embed a Collegial Engagement Framework (CEF) to support the capability development of all staff members.

School leaders recognise that highly effective teaching is the key to improving student learning.

The whole-school approach to pedagogy is underpinned by Visible Learning, prioritised in the 'EJSS Charter'. Visible Learning protocols are used to support effective feedback to students, measure impact and inspire staff to collaborate. School leaders, teachers and students articulate that Visible Learning is an ongoing piece of work, with staff expressing appreciation for the time and resources expended in establishing consistent and quality teaching expectations in all classrooms. The full breadth of Visible Learning is yet to be a consistent school-wide practice. Students indicate Visible Learning provides a solid foundation for deep engagement in the Australian Curriculum (AC).

The school has a comprehensive, coherent, explicit and sequenced curriculum plan.

All curriculum plans systematically and consistently describe learning area scope and sequences organised using Visible Learning's 'take off, spread your wings and soar'. Teachers speak enthusiastically regarding the value of the curriculum planning time and articulate it enables opportunities to interrogate each unit's learning expectations. They express they would value the opportunity to strengthen their knowledge and understanding of the full breadth of the AC to enhance and deepen this process.

Teachers and leaders identify Information and Communication Technology (ICT) skills as a priority.

Some school leaders and teachers discuss the importance of developing ICT skills, and in particular, the development of school-wide strategies to effectively use ICT, to enhance teaching and learning. Some teachers describe the way they use technology could be enhanced through additional professional learning opportunities. Some teachers have identified digital pedagogies and assistive technologies as future priorities to engage students and provide support for a diverse range of learning needs. Investigation of school-wide approaches for enhanced digital technologies to engage all students is yet to occur.

School leaders and staff are committed to an inclusive culture to maximise the engagement, learning and outcomes for all students.

The diverse cultural, linguistic, learning and engagement needs of students are recognised and embraced. School leaders and staff indicate that as enrolments continue to grow and the complexity and diversity of student needs increases, a more formalised approach to student support may be required. They indicate a need to review, tighten and strengthen the process and practices to meet emerging challenges.

Collegial and respectful relationships are apparent across the school.

Staff speak positively of a collegial culture that supports learning based on a positive caring environment that ensures all students have a sense of belonging. Staff members articulate a strong sense of collegiality amongst the team and describe a supportive and engaging working environment. Year level curriculum leaders support teachers to explore best practice beyond their classrooms and develop collective expertise in curriculum planning, differentiation, and pedagogical practice. Leaders articulate the focus on collective efficacy ensures that teachers work collaboratively and embrace individual strengths to improve student outcomes.

Students, parents and staff speak of the school's high expectations and strong sense of community and care that pervades school life.

The school is committed to every student succeeding and creating, *'A great place to grow, A greater place to learn'.* Students express a clear belief and feeling that teachers genuinely care for them and this is mirrored by teachers noting their strong relationships with students. A range of pedagogical approaches which are student-centred, differentiated for student diversity and promote a culture of high expectations and learning across the whole school

are established and embedded. All students are challenged and supported to be *'brave, curious, collaborative, creative, focused, persistent* and *reflective'.*

2.2 Key improvement strategies

Collaboratively develop and enact a CEF which identifies elements of professional engagement, including classroom observations, walkthroughs, peer coaching and modelled lessons aligned to pedagogical and curriculum priorities.

Deepen staff understanding and clarity regarding key actions associated with Visible Learning, building teacher expertise using identified strategies that impact classroom practice.

Strengthen all staff knowledge, understanding and application of the full breadth of the AC to build capabilities in creating locally relevant and challenging learning experiences.

Collaboratively identify school-wide pedagogical approaches for digital technologies and the use of assistive technologies, and provide professional learning to support teachers to develop their capabilities in this area.

Collaboratively strengthen a whole-school strategy detailing the school enhancement approach for a student support services model for all students, in addition to formalised consistent processes and practices.