

Elimbah State School

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Elimbah State School** from **29 May** to **31 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

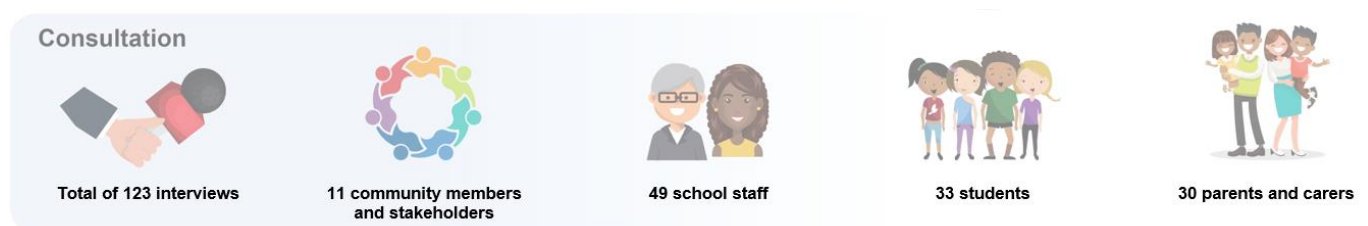
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Louise Wilkinson	Internal Reviewer, SRR (review chair)
Lisa Noonan	Peer Reviewer
Boyd Jorgensen	External Reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Elimbah (place of the grey snake) We acknowledge the shared lands of the Gubbi Gubbi nation and the Gubbi Gubbi people of the Gubbi Gubbu/Kabi Kabi language region.
<b>Education region:</b>	North Coast Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	500
<b>Indigenous enrolment percentage:</b>	7.4%
<b>Students with disability percentage:</b>	8%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	995

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **27 to 29 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1000 and the school enrolment was 477 with an Indigenous enrolment of 6% and a student with disability enrolment of 5%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively sharpen and narrow the newly developed Explicit Improvement Agenda (EIA), including improvement strategies, roles and responsibilities, timelines for implementation, success checks and whole-school targets. (Domain 1)
- Collaboratively review the whole-school curriculum, assessment and reporting plan to incorporate the general capabilities and locally relevant units, providing learning experiences that are accessible, engaging and challenging for all students. (Domain 6)
- Review the pedagogy framework to reflect the agreed whole-school teaching practice aligned to the EIA. (Domain 8)
- Collaboratively review school-wide use of data, articulating the purpose for collecting, analysing and displaying this information in identifying gaps in learning and to monitor progress over time. (Domain 2)
- Embed the whole-school systematic approach to observation, feedback and coaching aligned to the EIA. (Domain 5)

## 2. Executive summary

### 2.1 Key affirmations

#### **A student-centred approach is embraced.**

Leaders articulate a clear and compelling vision for inclusion, aiming to establish purposeful support processes for every student realises their potential. Staff communicate that they embrace a student-centred approach. The school's collaboratively developed inclusion statement states the school beliefs, *'it takes a village to raise a child'* and, *'in the power of valuing the whole child and providing a unique and personalised learning journey'*.

#### **The school has a 'tightknit' community and a 'small country school feel'**

A strong sense of connection and belonging to the school is commonly expressed by students, staff and families. Students speak with a sense of pride about their school and say that their teachers know them well and help them to learn. Parents and staff express pride in, and speak highly of the 'tightknit' nature of their school and that it has a 'small country school feel'. Many parents articulate that they believe they are treated as partners in their child's learning and wellbeing. There are intergenerational family connections to the school.

#### **An uplifting collegial atmosphere permeates across the school.**

Many staff express a genuine sense of admiration and appreciation for one another. They consistently affirm the presence of a robust and uplifting collegial culture that permeates the entire school. Staff comment they feel supported to do their work. They positively recognise the efforts of the principal and leadership team, acknowledging their visibility and approachability. Many parents and students comment appreciatively about how the teaching team supports the learning and wellbeing needs of students.

#### **A tranquil natural environment enhances learning and wellbeing.**

Outdoor and classroom spaces are student-friendly, inviting and conducive to learning and wellbeing. The school is set in a tree-lined and tranquil natural environment that enhances learning and wellbeing. Many students comment they love the natural surrounding bush, school gardens and large oval play areas. School-wide positive behaviour for learning signage is on display in key areas. In recent years, the Prep outdoors precinct has been significantly revitalised. First Nations artwork and artefacts are visible across the grounds.

## 2.2 Key improvement strategies

### **Domain 8:** Effective pedagogical practices

Collaboratively research, develop and enact a whole-school approach to pedagogy to create clarity of expectations and consistency in the selection and implementation of agreed pedagogies.

### **Domain 6:** Systematic curriculum delivery

Further revise curriculum units, starting with English, that are more locally relevant and include learning sequences to enhance the accessibility, engagement and challenge for all students.

### **Domain 5:** An expert teaching team

Further enhance the capability and confidence of all staff in the use of evidence-informed differentiated approaches that cater for the diverse learning and wellbeing needs of all learners.

### **Domain 7:** Differentiated teaching and learning

Further strengthen the capabilities of the teaching team in delivering a range of inclusive practices, including the use of digital and assistive technologies, to meet the diverse array of learning and wellbeing needs of students.

### **Domain 5:** An expert teaching team

Enact with staff, particularly those new to the school and early career teachers, key aspects of the collegial engagement framework to strengthen the culture of continuous learning.