

# Jundah 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 **Jundah State School** from **22 to 24 November 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). 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

Sandra Perrett	Internal reviewer, EIB (review chair)
Ray Bloxham	Internal reviewer



## 1.2 School context

<b>Location:</b>	Garrick Street, Jundah	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Kindergarten to Year 6	
<b>Enrolment:</b>	10	
<b>Indigenous enrolment percentage:</b>	nil	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	nil
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	10 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1013	
<b>Year principal appointed:</b>	2014	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, District Relieving Teacher (DRT), teacher aide, guidance officer, Business Manager (BM), four parents and eight students.

Community and business groups:

- President, vice-president and treasurer of the Parents and Citizens' Association (P&C) and Regional Lead from Outback Futures.

Partner schools and other educational providers:

- Principal of Stonehenge State School and principal of Windorah State School

Government and departmental representatives:

- Mayor of Barcoo Shire Council, ARD, principal education officer – curriculum, teaching and learning, acting director – Early Years Queensland Department of Education (DoE), senior advisor State Delivered Kindergarten (SDK), and sergeant from Queensland Police Service (QPS) Jundah Station.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1 2021)
Headline Indicators (April 2021 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2021	Professional development plans
School improvement targets	School newsletters and website
School pedagogical framework	Student Code of Conduct
School data plan	School Online Reporting Dashboard (SORD)
School based curriculum, assessment and reporting framework	School Opinion Survey



## 2. Executive summary

### 2.1 Key findings

**The principal and staff work collaboratively to develop and enhance a strong learning culture based on clear expectations of student learning, behaviour and wellbeing.**

Staff seek to meet the learning needs of all students. Staff members focus on implementing processes and practices to effectively cater for all students to improve learning outcomes. Learning environments and classrooms are calm, organised, orderly and conducive to engaging learning experiences. Students articulate that behaviour at the school is of a high standard and that kindness to one another is an ongoing focus for them. They indicate that interactions with one another and with staff members are positive and respectful. Students articulate that teaching staff are the ‘best part’ of the school.

**The school has developed a range of partnerships, with a focus on improving student achievement.**

The Outback Advantage Alliance (OAA) continues to be recognised by regional personnel as a highly effective long-term cluster. They were proactive in the development of the Prep to Year 6 Curriculum Planning Model (P-6 CPM) and continue to work collaboratively with the curriculum, teaching and learning branch to refine curriculum resources. Other principals express appreciation of the principal in facilitating the OAA, organising regular principal meetings, managing school camps, and attending events at the other schools.

**The school is focused on leading the effective implementation of the Australian Curriculum (AC) in a multi-age context.**

The 2021 Annual Implementation Plan (AIP) identifies one improvement priority, with three strategies, including developing a consistent approach to the teaching of spelling within the AC, developing a data-literate staff, and developing an understanding of, and implementing, the literacy continuum. At the time of the review, the majority of actions within the 2021 AIP is yet to be implemented. A process to ensure that, as a school, staff work together to implement the AIP consistently, including monitoring progress towards the achievement of targets, is yet to be articulated.

**The school’s curriculum framework provides a comprehensive overview of how the AC is to be covered.**

A long-term plan for curriculum provisioning reflects the units to be taught for each learning area. The school utilises a consistent unit planning template and teachers express appreciation of the support provided in developing their unit plans. The teaching team expresses their appreciation of the principal in building their understanding of the AC. They identify the importance of continuing to build their ability to plan, teach and assess the AC. Kindergarten staff express an interest in building capability to provide a quality kindergarten program based on the Queensland kindergarten learning guideline (QKLG) and aligned to Prep to Year 2 teaching and learning experiences.



**All staff articulate a belief that effective teaching is key to improved student learning outcomes.**

A collegial and supportive culture is celebrated throughout the school. Professional learning activities are directed towards building staff knowledge and understanding of research-based effective teaching practices. The principal and staff conduct classroom observations to build consistent implementation of evidenced-based, effective teaching strategies. The principal recognises a need to further develop teachers' understanding of a broad range of research-based effective teaching strategies aligned to future school priorities.

**Staff members are committed to ongoing school improvement.**

The principal recognises that the development of staff expertise in priority areas is central to improving student learning outcomes. They express the desire to recommence sourcing opportunities for staff to visit other local and non-cluster schools for the purposes of professional learning through observation, feedback and sharing of classroom practices, including supporting the kindergarten staff to visit other kindergarten to Year 6 (K-6) schools.

**Student wellbeing, staff collegiality and care are prioritised and form the basis for the school's success and reputation in the local community.**

The principal prioritises building and maintaining positive and trusting relationships amongst staff members, students and the school community. A supportive and collegial staff environment is clearly apparent. Staff members are valued for the contribution they make towards student learning and the endeavours of the school. The teaching team articulates appreciation for the support provided by the principal in meeting the expectations for teaching and learning, student engagement and wellbeing.

**The principal and teaching team recognise the importance of building partnerships to improve the opportunities and outcomes for students.**

This includes the close and valued working relationship with the Barcoo Shire Council. The principal expresses appreciation for the support provided by council, including access to a community bus for excursions and camps, and access to the hall, swimming pool, covered courts and ovals, as required. The council ensures that the oval is graded and line marked, ready for any events the school facilitates.



## 2.2 Key improvement strategies

Collaboratively enact the AIP throughout the year and monitor the effectiveness of actions and initiatives to produce improvements in student learning and achievement.

Further develop the capability of teachers to plan, teach and assess the AC and QKLG in a multi-age environment.

Build teachers' understanding of a broader range of research-based effective teaching strategies for a K-6 school, aligned to future priorities, including the use of observation and feedback.

Facilitate additional opportunities for staff to participate in observation and feedback and Watching Others Work (WOW), engaging with schools within and beyond their cluster.