



March 2026

Local Community Education Body Established at Dunwich State School

Background

This week marks a historic moment for Dunwich State School. March 15 marks the three-year anniversary of the establishment of the Dunwich State School Goori Group – a group of dedicated parents and carers of First Nations students, Elders, community stakeholders, school staff, and at times – students themselves.

The Goori Group met each term to discuss issues and concerns relating to social and emotional well-being needs, educational outcomes, and pedagogical approaches afforded to students in pursuit of enhancing the learning experiences of all students. The group also empowered the voices of our First Nations community to help create a shared vision and accountability at the school. Together, the Goori Group alongside key school staff, including the principal worked towards realising the motto proudly displayed upon entry to the school gates – cultural school of excellence.

The Goori Group successfully advocated for the permanent role of a Cultural Studies Teacher at the school. This position became a critical role for teaching localised cultural studies, supporting all staff with embedding First Nations perspectives, whilst keeping the school connected with the community and Elders.

Transitioning to a Local Community Education Body

Implemented by the Queensland Department of Education (DoE) in 2021, the Local Community Education Through Co-design (LCETC) model recognises the important role education plays in the life First Nations children and young people. The department is committed to realising the potential of every student, which embeds First Nations outcomes across every departmental priority.

Schools cannot improve educational outcomes alone. First Nations families and communities, have unique knowledge and insights about their children, which are key to unlocking excellence in education. The department recognises stronger educational outcomes are achieved when First Nations peoples are equal partners in the design and delivery of policies, programs and services.

An approach that comes from the LCETC model is the establishment of Local Community Education Bodies (LCEBs) – a formalised body that the Goori Group has been committed to and actively pursuing for several years, despite the unique challenges that Dunwich State School has endured in that time.



Local Community Education Body officially launches

This week saw the establishment of an LCEB that started from a groundswell of community voice wishing for more shared-decision making when it comes to implementing place-based approaches to local problems of practice and educational concerns.

Dunwich is a unique school within an Aboriginal community and as such requires approaches that are not “off the shelf”, nor those imposed by governments who do not necessarily understand the uniqueness of the community. Established to provide and elevate the voices of the local community, the Goori Group (now LCEB) has undertaken extensive community consultation to ensure their desires were also representative of the wider community.

Following consultations in October 2025, the wider school and island community were extended an invitation to hear from the principal in her response to the community, responding to the voices heard (Nov 2025). It was at this time the principal sought endorsement from the community for 22 actions that she could enact - alongside the recommendations and school improvement strategies outlined in the school’s four-year review cycle that inform the school’s explicit improvement agenda for the following four years.

All 22 actions were endorsed.

The role of the LCEB

The LCEB consists of 10 members nominated and elected from community and endorsed through a collaboratively scrutinised process of both Department of Education (DoE) representatives and the Minjerrabah Moorgumpin Elders in Council (MMEIC). Additional school and regional staff will support the governance of the LCEB for the 3-year term.

The LCEB will meet twice per term to establish and enact an improvement focus that complements both the commitment from the principal and the four-year strategic plan for the school.

None of this could have happened without the support from the dedicated parents/caregivers, Elders and invested stakeholders who formed part of the Goori Group (2023-2025), the support and guidance provided from MMEIC, or the investment in local shared-decision making from the Metropolitan South Region, DoE.

The gap in outcomes across the domains of attendance, achievement and wellbeing is all that closer to being narrowed with the establishment of the LCEB, however the potential benefits for not only First Nations students, but all students, are far-reaching. The motto cultural school of excellence can become much more than a motto – but a way of knowing, doing and being.

The future for ALL our young people at Dunwich State School looks even more promising through the commitment and dedication to the greater cause by our new LCEB. We welcome your input and look forward to providing further updates after each meeting.

The Dunwich State School LCEB consists of:

- Chair: Principal of Dunwich State School – currently Clinton Beutel
- Co-Chair: Pakeri Ruska
- Deputy Co-Chair: Natalie Mazzoni
- Members: Uncle Brian Coghill, Kiesha Coghill, Kiana Charlton, Ben Mos, Narelle Fisher, Tia Kaden, Mahala Burns, Chelsea Rolfe, Mahala Burns
- Additional DoE staff: Guidance Officer, Sonja Stevens, DoE Regional Office staff

