

Eimeo Road State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Eimeo Road State School** from **30 April** to **2 May 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

Darren Marsh	Internal reviewer, SIU (review chair)
Warren Merchant	Peer reviewer
Ann Campbell	Peer reviewer
John Enright	External reviewer



1.2 School context

Location:	Eimeo Road, Rural View
Education region:	Central Queensland Region
Year opened:	1934
Year levels:	Prep to Year 6
Enrolment:	998
Indigenous enrolment percentage:	14.5 per cent
Students with disability enrolment percentage:	2.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	985
Year principal appointed:	2008
Full-time equivalent staff:	86
Significant partner schools:	Northern Beaches State High School, Bucasia State School
Significant community partnerships:	Crèche and Kindergarten (C&K) Eimeo Road Community Kindergarten, Woolworths, Police-Citizens Youth Club (PCYC), Beaches Baptist Church (BBC)
Significant school programs:	Instrumental Music Program - Strings, Woodwind Brass and Percussion, Marching Band



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Support Teacher Literacy and Numeracy (STLaN), pedagogical coach, Head of Special Education Services (HOSES), master teacher, Information Communication Technology (ICT) curriculum teacher, literacy coach, numeracy coach, Positive Behaviour for Learning (PBL) coach, teacher librarian, 39 class teachers, specialist teachers – Humanities and Social Sciences (HASS), Special Education Program (SEP), the Arts, Health and Physical Education (HPE), Languages Other Than English (LOTE), Parents and Citizens' Association (P&C) president, vice president, treasurer and secretary, 15 teacher aides, three administration officers, school chaplain, 45 parents, 12 student leaders and 65 students.

Community and business groups:

- Indigenous Elder, Baptist Church representative, Outside School Hours Care (OSHC) representative, Adopt-a-Cop and Returned and Services League of Australia (RSL) representative.

Partner schools and other educational providers:

- C&K kindergarten teacher, cluster school principal and feeder high school principal.

Government and departmental representatives:

- ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Classroom display folder	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Whole School Curriculum Plan 2018
Literacy and Numeracy Plans 2018	Unit Plans 2018
Reading Placemat	Spelling Placemat
Writing and Grammar Placemat	Numeracy/Mathematics Placemat
School Opinion Survey	Expert Team 2018 Placemat
School improvement targets	School differentiation plan or flowchart
School Pedagogical Framework 2018	Curriculum Planning documents
Responsible Behaviour Plan	School newsletters and website
Assessment & Reporting Framework 2018	Parent and Community Engagement Placemat
Targeted School Improvement Team 2018 Placemat	Headline Indicators (2017 interim release)



2. Executive summary

2.1 Key findings

The tone of the school is caring, inclusive and happy.

The tone of the school reflects a school-wide commitment to purposeful and successful learning for all students and a belief that every student is capable of successful learning. Staff members, parents and students identify a strong sense of pride in the school and consider positive and productive relationships as central to the school's ethos.

There is a strong sense of community and belonging.

Members of the community, parents, staff and students exhibit enormous pride in the school and they acknowledge the significant contribution of the principal in promoting a caring and positive school culture. The Parents and Citizens' Association (P&C) president speaks highly of the school and the willingness of staff members to engage with the parent community. A genuine partnership exists to achieve the school's motto '*Consider Others*'.

Staff members indicate that they have access to differentiated learning opportunities.

Teachers articulate that the school leadership team is highly supportive in providing a range of professional learning. The leadership team conducts walkthroughs of classrooms each term providing feedback to teachers on agreed focus areas. Teachers comment that they appreciate the feedback and use it to inform their teaching practice.

The school vision of '*Every student succeeding*' is reflected in the school's Explicit Improvement Agenda (EIA) reflects.

Staff members report that there have been many focus areas within the EIA in previous years. The current focus is sharp and narrow with resources including Professional Development (PD), human and physical resources supporting the EIA. Staff members identify the desire to maintain the current EIA to build their capacity and skills in enhancing student outcomes.

The leadership team, staff members and parents are committed to improved learning outcomes for all students.

The leadership team is developing a shared responsibility for the implementation and monitoring of the EIA strategies. They recognise that a clear understanding of explicit expectations and responsibilities of the leadership team in achieving the EIA is required in order to achieve continued student learning improvement.



The leadership team gives high priority to school-wide analysis and discussion of data regarding student academic, social emotional wellbeing and behaviour outcomes.

Data conversations with year level colleagues occur with line managers each term. This provides opportunity for teachers in year level teams to drill down on their current data in reading, writing, spelling and numeracy. Teachers individually participate in focused improvement meetings once a term with their line manager to monitor academic, attendance and behavioural data. Teachers indicate that they value the guidance and support of the line manager in leading the analysis of data process. The leadership team acknowledges that teachers are developing in their capability to analyse data, using this to inform their teaching practice.

The school places a high priority on identifying the learning needs of students including high achieving students.

The school has established some strategies to support students in the Upper Two Bands (U2B). Creative exploration, critical thinking and collaboration skills that prepare students for the 21st century future could yet be further developed to enhance high performing student learning outcomes.

The school provides a calm, safe and respectful learning environment with well-maintained facilities and attractive tidy grounds.

Classes are calm, busy, orderly and purposeful, and attractively presented with current visual reminders for 'learning journeys' displayed. The physical environment of the school allows for inclusive learning spaces for students. Classrooms are well organised for learning and allow for whole-class, small group and individual work spaces.

The school places a high priority on student, staff and community wellbeing.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning. They work to build mutually respectful relationships across the school community. The provision of academic and non-academic support exists across the school. The school's Social Justice Committee is an integral part of the school and is the vehicle for the organisation of support for students with academic, social emotional and behavioural needs. A coordinated approach to the support of students is established that includes the learning support team, the Special Education Program (SEP) team, the Positive Behaviour for Learning (PBL) coach and teacher aide, the chaplain and Community Education Councillor (CEC). The work of this committee is highly valued by staff members. A Parent and Community Engagement (PaCE) framework is in the early stages of implementation.



2.2 Key improvement strategies

Maintain the sharp and narrow focus of the current EIA including a process to monitor and evaluate the effectiveness of school initiatives and programs in improving learning outcomes for all students.

Develop the instructional leadership skills and curriculum knowledge of the leadership team, including the development of roles, responsibilities, accountabilities and timelines in driving the EIA.

Develop the data literacy skills of teachers to enable effective use of assessment data to inform the next steps for student learning and teacher practice.

Extend the model of support for higher achieving students to include challenge and innovation for students to lift achievement in the upper bands and increase the number of students achieving above year level expectations.