



School Improvement Unit Report

Eatons Hill State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Eatons Hill State School from 18 to 22 June, 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Marilyn Terrace, Eatons Hill
Education region:	Metropolitan
The school opened in:	1998
Year levels:	Prep to Year 6
Current school enrolment:	1061
Indigenous enrolments:	2 per cent
Students with disability enrolments:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1068
Year principal appointed:	July 2013 (acting)
Number of teachers:	74
Nearby schools:	Albany Creek State School, Albany Hills State School, Bray Park State High School, Albany Creek State High School.
Significant community partnerships:	Eatons Hill State School Early Years Transition Network, Wantima Golf Club, Eatons Hill State School Outside School Hours Care, Bray Park State High School Transitions Program
Unique school programs:	Teaching Space, Reading to Learn, Team Read, Arts Program - Dance Extension, Defence Force Family Liaison, iPad Bring Your Own Device classes, Brisbane School of Distance Education Programs – critical thinking and extension, Wayne Craig – Powerful Teaching and Learning



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and leadership team
 - Head of Curriculum, Guidance Officer, Diagnostic Data Teacher, Master Teacher, Head of Special Education
 - 27 teachers, six teacher aides
 - Business Services Manager, Administration staff
 - Seven cleaners and grounds staff
 - 27 students
 - 18 parents
 - Parents & Citizens' (P&C) Association President, tuckshop convenor, events coordinator
 - Principal from Albany Creek and Bray Park State High Schools
 - Deputy Mayor, local State Member
 - Director Mother Duck Early Learning Centre

1.4 Review team

John Enright	Internal reviewer, SIU (review chair)
Paul Herschell	External reviewer
Greg Nelson	Peer reviewer



2. Executive summary

2.1 Key findings

- There is an organised, structured and committed school leadership team.

A leadership structure has been created that deploys staff in ways that make best use of their expertise. They are united, committed to and explicit about their core objective to improve learning outcomes for all students in the school.

- The school recognises the value of partnering with parents and families and other agencies to enhance student learning and wellbeing, particularly with local early learning centres and kindergartens.

Parents and community members are supportive of the school, reporting high levels of satisfaction with the school's behavioural and academic performance, but report that communication could be further enhanced to strengthen partnerships between home and school.

- A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student well-being.

The principal and other school leaders articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. A culture of collecting, analysing and using data to inform teaching and learning is developing.

- The school ethos is built around high expectations and a commitment to excellence.

The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. The staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community.

- The school leadership team have established and are driving a strong school improvement agenda.

Staff and parents indicate that reading is the priority for the school. Most staff indicated that explicit instruction and data analysis are also included in the school improvement agenda. However, numeracy is rarely identified as a priority.

- The school has a coherent, sequenced plan for curriculum delivery.

Consistent curriculum expectations and monitoring of learning are clearly evident across the school and are quality assured by the leadership team.



- Teachers work at understanding where students are in their learning.

Teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making, although this is less evident for high-achieving students.



2.2 Key improvement strategies

- Include numeracy as a core priority in a future improvement agenda.
- Provide opportunities for teachers to develop and extend their data literacy skills to inform differentiated teaching.
- Review the school's strategies to communicate with parents, families and the wider community to strengthen home, school and community partnerships.
- Embed differentiation in all classrooms to achieve consistency of practice and strengthen the provision for high-achieving students.