Eatons Hill State School

Executive summary

Queensland
Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Eatons Hill State School** from **27 February** to **2 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. 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.
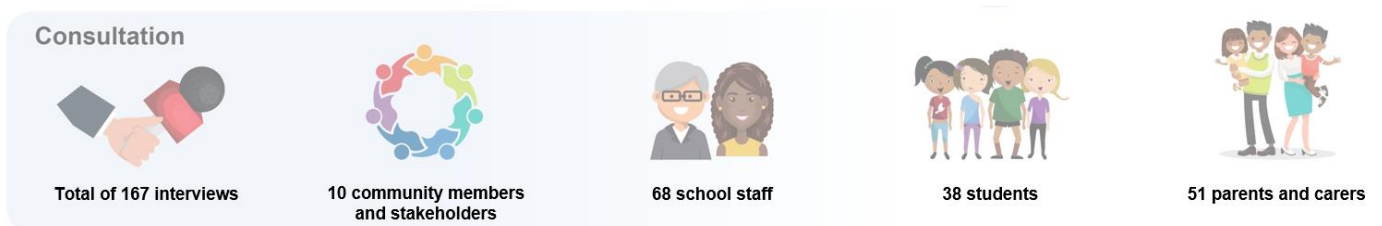
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

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

Noel Baggs	Internal reviewer, SRR (review chair)
Andrew Walker	Peer reviewer
Anthony Ryan	Peer reviewer
Judi Hanke	External reviewer

1.3 Contributing stakeholders

Consultation

Total of 167 interviews | 10 community members and stakeholders | 68 school staff | 38 students | 51 parents and carers

1.4 School Context

Indigenous land name:	We acknowledge the Turrbal people as the Traditional Owners of 'Meeanjin'.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	1022
Indigenous enrolment percentage:	3.4%
Students with disability percentage:	13.3%
Index of Community Socio-Educational Advantage (ICSEA) value:	1061

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **30 July** to **2 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 1060 and the school enrolment was 1120 with an Indigenous enrolment of 2.4% and a student with disability enrolment of 15.8%.

- Utilise the expertise of high-performing staff within existing collegial learning models such as triads, Teacher Learning Communities (TLC) and Watching Others Work (WOW) to further enhance the capabilities of the teaching team in targeted areas. (Domain 5)

- Provide professional learning to deepen the capability of staff to differentiate learning including a focus on high-performing students. (Domain 7)

- Ensure effective Quality Assurance (QA) processes are actioned to provide consistency of pedagogical practice in every classroom and that all teachers are confident in knowledge and understanding of the core signature pedagogies. (Domain 8)

- Embed a consistent framework as identified in the Explicit Improvement Agenda (EIA) to further enhance the school's safe, supportive and disciplined learning environment with involvement of key stakeholders. (Domain 3)

- Build the capabilities of teacher aides through targeted training and planned events addressing position requirements of their diverse roles. (Domain 5)

2. Executive summary

2.1 Key affirmations

The school community conveys staff have a shared belief that all students are able to learn.

Staff demonstrate a commitment to doing their job well and a strong desire to help every student be a successful learner. Staff are invested in assisting each student to be the best they can be, which contributes to a positive tone which is apparent across the school. Students, parents and the wider community appreciate the focus on academic, social and cultural opportunities offered to students. Parents and community members speak highly of the school's reputation in the community, maintained over many years.

A strong collegial culture is apparent at the school.

Staff comment on the positive team collaboration, and the supportive approach fostered within these teams. Staff willingly share good practice in a trusting and student-focused environment. The leadership team recognises a 'one team approach' is essential to building a cohesive school culture.

Teachers target instruction to extend the knowledge and skills of every student.

Teachers adopt a variety of differentiated teaching and learning strategies to lift the performance of all students across the learning continuum, including those students performing above expected levels. Leaders and staff recognise that highly effective teaching is key to improving student learning. Teachers are able to articulate the teaching practices they use in their classrooms that challenge and engage students and support their learning and understanding. Students identify that teachers focus on moving them one step at a time.

Staff value the effect of support from community partnerships.

Staff actively facilitate productive partnerships within the school and the local community. These are recognised as essential in supporting staff to provide rich learning opportunities that improve achievement and wellbeing outcomes for all students. They recognise the importance of parents, carers and families being partners in their child's education.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Build the instructional leadership of the leadership team to leverage expertise in consistently driving the EIA, incorporating regular cycles of review.

Domain 5: An expert teaching team

Collaboratively develop a collegial engagement framework, with a focus on consistency in teaching practices, to provide regular and multiple opportunities for teachers to reflect on and strengthen their teaching practice.

Domain 8: Effective pedagogical practices

Collaboratively review and refine effective pedagogical approaches to build clarity of expectations and teacher capability in their use.

Domain 6: Systematic curriculum delivery

Establish systematic, school-wide processes for leaders to explore classroom curriculum artefacts and observe student learning to ensure the intended curriculum is enacted for all students.

Activate the curriculum capability of teachers to embed the general capabilities and cross-curriculum priorities of the Australian Curriculum (AC) across learning areas.