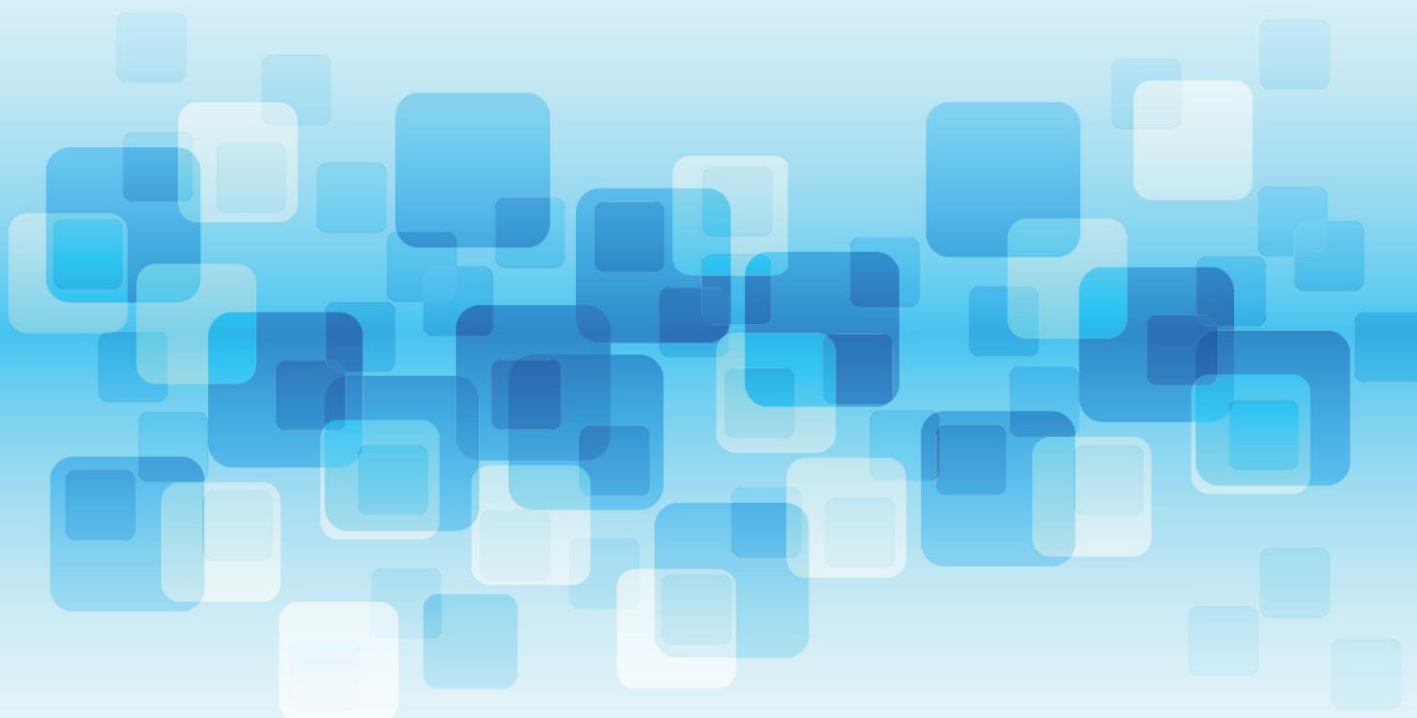




School Improvement Unit Report

North Eton State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at North Eton State School from 28 to 29 July 2016. 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:	Kinchant Dam Road, North Eton
Education region:	Central Queensland Region
The school opened in:	1895
Year levels:	Prep to Year 6
Current school enrolment:	10
Indigenous enrolments:	nil
Students with disability enrolments:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1003
Year principal appointed:	2013
Number of teachers:	1.3 (full-time equivalent)
Nearby schools:	Gargett State School, Pinnacle State School, Finch Hatton State School, Eungella State School, Eton State School, Marian State School, Mirani State School, Mirani State High School, Walkerston State School
Significant community partnerships:	Nil
Significant school programs:	Nil



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Cluster Head of Curriculum (HOC)
 - Special Education Program (SEP) teacher
 - Administration relief teacher
 - Two teacher aides
 - 10 students
 - Administration officer
 - Guidance officer
 - Five parents
 - Parents and Citizens' Association (P&C) president
 - Deputy Principal, Mirani State High School

1.4 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Angela Doyle	Peer reviewer



2. Executive summary

2.1 Key findings

- The school promotes an expectation that every student will learn and achieve.

The school is driven by the belief that all students learn in different ways and that these learning styles should be catered for within the classroom. Staff members work continually to reflect on student needs and expectations which are embedded throughout daily classroom practice.

- There is a high level of commitment and enthusiasm from all members of the teaching team, comprised of the principal, specialist teachers and teacher aides, to improve student learning outcomes.

The school staff members are united and share strong feelings of the teamwork approach to all school matters. A strong collegial culture of trust and support is established.

- The school has developed a School Improvement Agenda (SIA).

The SIA focusses on three broad priorities: literate learners, engaged community and teacher quality. The principal has further refined these priorities to writing and spelling as the School Improvement Agenda (SIA). Internal monitoring processes are in place to track achievement against the area of reading. This is yet to occur in the priority areas of writing and spelling.

- The principal recognises that highly effective pedagogy is the key to improving student outcomes.

Reflective, informal professional conversations focused on improving student outcomes are a regular aspect of school life. The school has a published pedagogical framework based on the work of the Dimensions of Teaching and Learning (DoTL). Key pedagogical practices of the school are yet to be fully established.

- The school's shared curriculum expectations are a basis for ongoing discussions around curriculum development which maximises student learning and wellbeing.

A whole-school reading framework is embedded. The key focus on writing and spelling is in the first year of implementation. A school-wide writing and spelling framework with clear assessment processes is developing.

- A culture of collaboration and teamwork is strongly evident.

Teachers and teacher aides appreciate each other's efforts to contribute to the team. The principal provides informal feedback to staff members to inform their teaching and support strategies. The school recognises the need for a formal observation and feedback process to monitor the implementation of the key improvement agenda for all staff members as the next stage in building staff members' capacity.



- The school has a whole-school curriculum plan that forms the basis for discussion, collaboration and overall program direction.

The plan uses the Australian Curriculum (AC) and Curriculum into the Classroom (C2C) components to assist teachers with their planning. Curriculum delivery in the multi-age classroom is beginning to be monitored by the principal HOC to prevent repetition of content in the following year.

- The school provides an attractive, stimulating, physical environment that is evidenced by spacious playing areas, well maintained gardens and grounds and welcoming learning spaces.

The Parents and Citizens' Association (P&C) provides significant funding to supplement school resources. The P&C have undertaken a grant application and have achieved significant success in sourcing additional funds to support school priorities and enhance physical resources.

- Staff members, students and parents speak highly of the family feel of the school.

Interactions between staff members, parents and students are caring and polite. Students have an obvious sense of belonging and speak highly of all staff members and the interest they show in their welfare and learning.



2.2 Key improvement strategies

- Review the SIA to provide a sharp and narrow focus on the required elements to include targets linked to student outcomes and term by term timelines.
- Review the school's pedagogical framework to ensure key pedagogical practice and consistency of practice across the school.
- Develop clear and explicit frameworks for teaching in priority areas and ensure that all staff members have an expert understanding and skill set required.
- Collaboratively develop an observation and feedback model to provide all staff members with support to drive improved teaching practices that align to the SIA.
- Consolidate the implementation of the school curriculum plan by refining the planning process and to monitor the enacted multi-age curriculum in classrooms to ensure consistency.