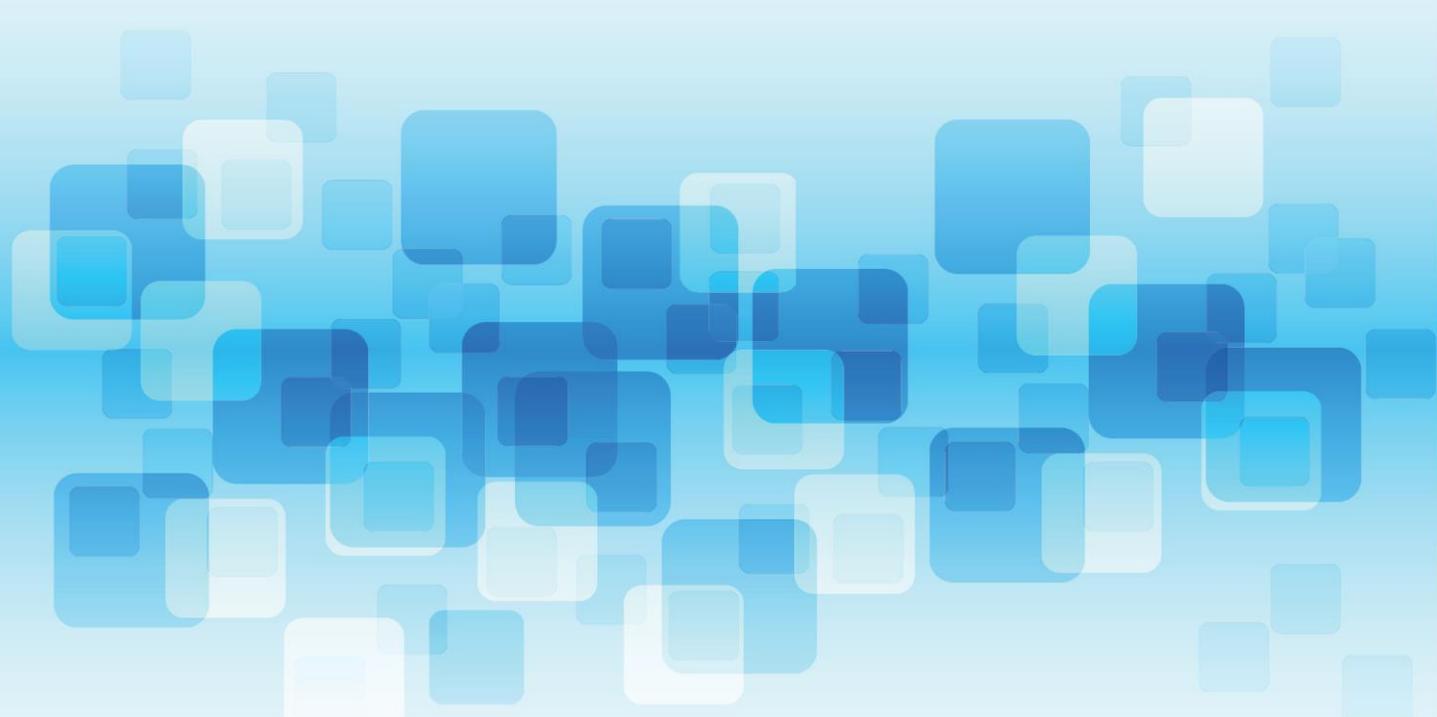




School Improvement Unit Report

Eidsvold State School



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Eidsvold State School** from **30 August to 1 September 2016**.

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 which prioritise future directions for improvement.

The 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)

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 School context

Location:	Hodgkinson Street, Eidsvold
Education region:	Central Queensland Region
The school opened in:	1886
Year levels:	Prep–Year 12
Current school enrolment:	91
Indigenous enrolments:	58.2 per cent
Students with disability enrolments:	6.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	806
Year principal appointed:	2016
Number of teachers:	10
Nearby schools:	Mundubbera State School, Monto State School, Monto State High School
Significant community partnerships:	Implementing a Play Group for 2017
Unique school programs:	Introducing local Indigenous language



1.2 Review team

Alan Sampson Internal reviewer, SIU (review chair)

Marilyn Moballe Peer reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Nine teachers, Head of Special Education Services (HOSES), guidance officer, Support Teacher Literacy and Numeracy (STLaN), two itinerant teachers (music, health and physical education), reading coach, 13 students, four teacher aides, three cleaners, two administrative officers and schools officer

Community and business groups:

- Three community elders and two members of the Parents and Citizen's Association (P&C)

Partner schools and other educational providers:

- Eidsvold Kindy coordinator

Government and departmental representatives:

- Indigenous Community project officer, ARD and Community Health nurse

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Eidsvold State School Key Priorities
Investing for Success 2016	Strategic Plan 2013–2016
Headline Indicators (2015 release)	School Data Profile (2016)
OneSchool	School budget overview
Professional learning plan 2016	Curriculum, assessment and reporting framework
School pedagogical framework	Professional development plans
P&C Facebook page	School newsletters and website
Responsible Behaviour Plan for Students (RBPS)	School Opinion Survey (SOS)
Curriculum planning documents	



2. Executive summary

2.1 Key findings

The wider school community holds the school in high regard. Students and staff members demonstrate respect for each other and comment on the ‘family’ that is this school.

Conversations with parents, staff members and students reveal that the school staff members are seen as key agents for embedding positivity and a ‘we can do it attitude’ across the wider community. The principal and staff members are refining the Responsible Behaviour Plan for Students (RBPS) and practices to integrate a positive approach to behaviour management in line with the Positive Behaviours for Learning program (PB4L) in 2017. Some staff members provide extracurricular activities including the Minecraft Club, sports activities and Radio Group which are highly valued by students and parents.

A range of attendance intervention strategies have recently been introduced.

These include student attendance certificates, articles in newsletters outlining attendance goals and celebrations on weekly parades. An administration officer contacts the families of students absent each day. Attendance data is a significant concern for the school community.

The principal is aware the achievement of the full range of priorities for the school is dependent on the development of a workforce plan.

The plan would respond to the transient nature of staffing and the need for a depth of leadership positions in the school.

The reading priority and associated practices are embedded in Prep to Year 6.

A before school reading program, the targeted allocation of teacher aides, the allocation of a reading coach and the re-engineering of the library into an active reading environment have been strategies developed to reinforce the reading agenda. Reading goals are established for students across Prep to Year 6.

Conversations with parents, staff members and students reveal a high degree of pride, direction and support in the junior school.

Some students, parents and teachers indicate there is a need to employ a wider range of strategies in the secondary area to continue to build on the approaches successfully employed in the junior school.

Clear evidence exists of the sharing and collaborative planning of teachers within each of the primary and secondary sections of the school.

Clear evidence of the sharing and communication across the whole-school teaching team is less apparent.



The principal and staff members are actively building partnerships within the community, including the Eidsvold Kindy and the future school playgroup and are endeavouring to explore further strategies to engage the community in the school.

The school is proactive in providing a range of opportunities for the community to engage with the school including meet and greet, school barbecues and National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations. The school is a venue for community events including the ANZAC Day memorial ceremony. The school has established partnerships with families, local businesses and community organisations with the express purpose of improving outcomes for students including work placement and school-based traineeships.



2.2 Key improvement strategies

Develop a workforce plan in liaison with key regional personnel, and ensure the new staff team is involved in the strategic direction of the school.

Expand the current processes and protocols for the recording, communication and follow up on student absenteeism and correlate these processes to review and feedback on engaging pedagogy.

Collaboratively build the positive identity of the secondary school through leadership and mentor roles, reward systems, vocational pathways and relevant pedagogy.

Develop a plan for the ongoing sharing of teaching and learning strategies, personnel and resources, in line with the Explicit Improvement Agenda (EIA), across the whole-school.