



School Improvement Unit Report

Eromanga State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Eromanga State School** from **2 to 3 November 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) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Peter Doyle	Internal reviewer, SIU

1.2 School context

Location:	Donald St, Eromanga
Education region:	Darling Downs South West Region
Year opened:	1897
Year levels:	Prep to Year 6
Enrolment:	10
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA):	n/a
Year principal appointed:	2012
Full-time equivalent staff:	1.2
Significant partner schools:	Thargomindah State School, Quilpie State College
Significant community partnerships:	Eromanga Natural History Museum
Significant school programs:	Adopt-a-Cop



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal and administration relief teacher, two teacher aides, eight parents and 10 students, administration officer and Parents and Citizens' Association (P&C) treasurer

Community and business groups:

- Eromanga Natural History Museum, Operations and Collection Manager

Partner schools and other educational providers:

- Principal Quilpie State College, Principal Thargomindah State School

Government and departmental representatives:

- Eromanga Police - officer in charge, ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Strategic Plan 2013-2016
Investing for Success 2016	School Data Profile (October 2016)
Headline Indicators (2015)	School budget overview
OneSchool	School Opinion Survey
School pedagogical framework	Professional development plans
Assessment Schedule	School newsletters and website
Responsible Behaviour Plan	Curriculum planning documents
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The principal and staff members reflect a commitment to purposeful and successful learning.

Positive and caring relationships are apparent amongst all staff members, students and community. Staff members have mutual trust and respect of each other and work together for the benefit of all students.

The school has created a classroom environment where students feel safe and are supported in their learning.

The school motto '*excellence, effort and enthusiasm*' is demonstrated by the students articulating that they come to school to learn. The three learning spaces are neat, attractive and present a stimulating learning environment. Students speak positively of their teachers and the school.

The principal and staff members are committed to improving learning outcomes for all students.

The Annual Implementation Plan (AIP) for 2016 describes a broad range of school priorities including improving school performance, the capacity of staff and pedagogical practices. Broad targets and timelines for the implementation of school strategies and actions are developed. Staff members' and parent awareness and understanding of the school's improvement priorities are not yet established.

A documented reading overview is developed.

The utilisation of this reading overview in guiding current school practices is less apparent. The degree to which school reading targets influence classroom practice and school programming varies across the school. Some parents spoke about reading as a focus for their child's learning.

The school has a documented pedagogical framework.

This framework is based on the Dimensions of Teaching and Learning (DoTL) and promotes explicit teaching methods, and provides guidance to teachers regarding the key questions needed for effective planning. The principal recognises the need to review the pedagogical framework to reflect current practices.



The school uses a range of strategies to communicate with staff members and parents.

Some staff and community members indicate that some processes of communication used in the school could be timelier to provide staff and community members with the ability to effectively respond to the operational demands and teaching and learning practices of the school. Some parents requested more regular information from the school regarding their child's progress.

The principal has analysed school performance data over a period of time and this informs the assignment of some resources and programs to meet student needs.

The principal reports the need for further training and development to build capacity to input, manipulate and interpret data to identify trends that can inform teaching programs. In-depth discussions regarding teaching practices, trend data or tracking data over time is not yet apparent.

The belief that all students are at a different stage in their learning, and therefore require differentiation of instruction, is recognised by staff members.

Individual student learning goals are developed and documented to help support students with their individual learning needs. Classroom teachers identify general differentiation strategies for individual students. A consistent, school-wide process for the developing, recording and storing of differentiation practices and strategies for students, such as in OneSchool, is yet to be developed.

The P&C proactively supports the school to achieve learning outcomes for students.

The P&C is proud of the school and actively works to create and maintain the school grounds including green spaces, gardens and playgrounds. The P&C contributes additional resources towards student learning and wellbeing. The P&C's major fundraisers are the provision of catering for community events, including the annual Eromanga Christmas concert. This fundraising is used to subsidise the biannual school camp, swim camp and other school priorities.

2.2 Key improvement strategies

Develop a narrow and sharp Explicit Improvement Agenda (EIA) to include key strategies and achievable and measurable targets linked to individual student outcomes and term-by-term timelines.

Develop and implement a whole-school reading program incorporating preferred pedagogical practices for the teaching of reading across the school.

Collaboratively re-develop the pedagogical framework to clarify the explicit expectations for consistent teaching practices by all teachers.



Develop timely, effective and consultative communication strategies that engage and inform the school's staff members and community of operational expectations and teaching and learning practices of the school.

Build staff member data literacy skills to interpret, analyse, discuss and use class data to reflect on the effectiveness of teaching practice and make adjustments in a timely manner.

Develop and implement a formal process to record support, provide intervention and specify differentiation for every student.