



# School Improvement Unit Report

## Elimbah State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Elimbah State School from 13 to 15 July 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

<b>Location:</b>	School Road, Elimbah
<b>Education region:</b>	North Coast
<b>The school opened in:</b>	1916
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	511
<b>Indigenous enrolments:</b>	5 per cent
<b>Students with disability enrolments:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	995
<b>Year principal appointed:</b>	2015 (acting)
<b>Number of teachers:</b>	21 classroom teachers
<b>Nearby schools:</b>	Caboolture State School, Caboolture East State School, Beerburrum State School, Wamuran State School, Caboolture State High school, Beerwah State High School, St Columbans College
<b>Significant community partnerships:</b>	Early Learning Centre, Caboolture TAFE/University
<b>Unique school programs:</b>	



### 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 Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, Deputy Principal, Head of Curriculum (HOC), Coordinator of Student Services (CoSS)
  - Master Teacher and Literacy Coach
  - 22 teachers and 6 teacher-aides
  - Business Services Manager (BSM) and two administrative officers
  - Parents and Citizens' (P&C) Association president and six parents
  - Tuckshop convenor
  - Chaplain, Guidance Officer and computer assistant
  - Local State Member
  - A representative from a local high school and Kids Capers
  - Local business owner

### 1.4 Review team

Bert Barbe	Internal Reviewer, SIU (review chair)
Bob Perry	External Reviewer
Lyle Walker	Peer Reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has a positive reputation in the community.

Parents, the local State Member and business people have high regard for and rapport with the school. The school has a strong reputation and draws many requests for out of catchment enrolments.

- The school offers a comprehensive and well-documented curriculum.

The Head of Curriculum (HOC) leads the development and implementation of a quality site-based curriculum that addresses the requirements of both the Australian Curriculum and the Queensland curriculum. The framework has clearly articulated year level and term overviews, however there is limited evidence of a structural framework to monitor the progression of learning across the years of school.

- There is a documented assessment schedule for the annual collection of data on student achievement.

Teachers routinely collect and enter their class data into the central database OneSchool. Key members of staff support teachers in the analysis and interpretation of this data to inform teaching and learning. The assessment plan identifies minimum annual benchmarks for student achievement in reading with a percentage target for each year level cohort.

- Teachers are differentiating teaching and learning for the full range of students.

There is a consistent and comprehensive approach to differentiating teaching and learning which is well understood by staff and implemented widely across the school.

- Parents, staff and students identify inconsistencies in behaviour processes.

Inconsistent approaches to dealing with student behaviour were highlighted by all stakeholders. An upcoming review of the Responsible Behaviour Plan for Students will clarify behaviour expectations, consequences, intervention and follow-up strategies.

- The school resources are utilised to maximise student learning.

School leaders have creatively planned for and implemented a range of human and resource strategies across the school that have contributed to quality learning outcomes for students.

- There is a lack of clarity about the roles and responsibilities of the school leaders.

Recent changes in the leadership team have highlighted the need to re-align key leadership roles and responsibilities.



- The school has a number of established school community partnerships such as between the Wednesday breakfast club and local businesses, the Early Learning Centre programs, individuals and with the local university.

Ninety-five per cent of the pre-Prep children from the early childhood centre next door to the school transition to Elimbah State School. There is currently no networking with or consistent 'transition to school' program between local kindergartens, early childhood centres and the school.

- The literacy team has a high level of expertise, which is available to and valued by all staff.

The HOC, master teacher and literacy coach collaborate successfully to deliver the schools key priorities of reading, spelling and upper two bands progression.



## 2.2 Key improvement strategies

- Delineate and communicate the roles and responsibilities of the members of the school leadership team including clear accountability mechanisms for each member of the team and a clear reporting framework.
- Revise and consistently implement the Responsible Behaviour Plan for Students to establish high expectations for student behaviour and learning.
- Review the whole-school assessment schedule with teachers to document explicit aspirational targets and timelines for all student learning.
- Review curriculum planning, implementation and moderation to track and monitor key concepts and skills to ensure vertical curriculum alignment.
- Drive the development of an early childhood education network including local early childhood centres and kindergartens to collaboratively develop and implement a comprehensive transition to school program.
- Plan for the potential impact of the impending opening of a nearby school in regards to current resource levels including personnel.