



School Improvement Unit Report

Eagleby Learning College Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Eagleby Learning College from 6 to 8 June 2016. It provides an evaluation of the college's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the college to consider in consultation with its regional office and 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 College context

Location:	161 Herses Road, Eagleby 1 Bellevue Drive, Varsity Lakes
Education region:	South East Region
The site opened in:	1992
Year levels:	Year 10 to Year 12
Current college enrolment:	316
Indigenous enrolments:	7 per cent
Students with disability enrolments:	1.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	937
Year principal appointed:	2010
Number of teachers:	23 (full-time equivalent)
Nearby schools:	Eagleby State School, Eagleby South State School, Beenleigh State High School
Significant community partnerships:	Train Assessment Australia (TAA), Training and Education Institution – Australasia (TEIA), Strategix Academy, Beacon, Griffith University
Significant college programs:	The whole college and its second campus is an innovative flexible model based on inclusivity.



1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the college's performance data and other college information
- consultation with the college's Assistant Regional Director
- a college visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Director, principal, and college deputy principal
 - Deputy principal Eagleby campus, deputy principal Varsity Lakes campus
 - Teachers and two teacher aides
 - 14 students
 - Business Services Manager (BSM), three administration officers
 - 6 parents
 - Three community partner representatives
 - State Member for Coomera

1.4 Review team

Karyn Hart	Internal reviewer, SIU (review chair)
Janet Young	Internal reviewer, SIU
Glyn Thomas	External reviewer
Michelle Murray	External reviewer



2. Executive summary

2.1 Key findings

- There is clear evidence that the college is committed to all students achieving success.

There is a clear line of sight in communication from the leadership team with mutual reciprocation in achieving these goals. This is more evident at Eagleby than at the Varsity campus.

- A range of data (academic, attendance and behaviour) is used to track individual and cohort progress.

College leaders regularly work with their teams to review and monitor the data. This allows them to plan intervention processes and provide additional support where necessary.

- The college leadership team has successfully created a positive learning culture for staff and students at both campuses.
- This has been achieved through: enthusiastic leadership; employing passionate, committed staff; providing regular Professional Development (PD) opportunities; the de-privatisation of classrooms; setting high expectations for students; and implementing an effective behaviour management plan.
- The college budget is developed collaboratively by the Business Services Manager (BSM) and the leadership team.

As there are no grants to the college, the careful budgeting processes allow staff to use their funds in a targeted and strategic way to enhance student learning.

- The college culture values innovation and evaluation.

An evaluation of the 'walk-thru' program in 2015 highlighted the need to include a stronger focus on higher order thinking and symphonising strategies.

- Teachers construct learning experiences that are accessible, engaging and challenging for all students, including those with particular needs.

Difficulties accessing Information and Communications Technology (ICT) at either campus are limiting teachers' ability to fully implement the pedagogical framework and subsequent strategies.

- All staff work at understanding where their students are at in their learning.

Students who may require additional support are identified and individualised interventions planned.



- The college leadership team had strategically developed a range of successful partnerships and linkages with a range of stakeholders.

Key positions within the college have allocated responsibilities for maintaining and developing partnerships. The processes within the college for accessing these services are clearly established.



2.2 Key improvement strategies

- Investigate the development of a funding proposal to ensure the long term sustainability of the college and the continued quality student outcomes.
- Consider how data, including individual student tracking, will be collected, collated and analysed as the college continues to grow. This will maintain consistency across different campuses.
- Communicate, explicitly and consistently, the college's high expectations for student outcomes. Systematically monitor progress towards the attainment of targets.
- Continue to work on access to ICT for students and staff members to support curriculum delivery.
- Maintain the emphasis on developing teachers' focus on higher order thinking and symphonising strategies.
- Develop documented plans to rigorously monitor and review the effectiveness of key partnerships in enhancing student outcomes.