School Improvement Unit
Report

Esk State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Esk State School from 17 to 19 November 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>East Street, Esk</th>
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</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs South West</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1875</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>167</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>4.7 per cent</td>
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<td>Students with disability enrolments:</td>
<td>3.5 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>954</td>
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<tr>
<td>Year principal appointed:</td>
<td>2008</td>
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<tr>
<td>Number of teachers:</td>
<td>9.1 Full-time equivalent</td>
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<tr>
<td>Nearby schools:</td>
<td>Toogoolawah State School, Toogoolawah State High School, Harlin State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Esk Newsagency, Esk Choir, Independent Grocers of Australia (IGA), Returned and Services League of Australia (RSL), Order of the Eastern Star</td>
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<td>Unique school programs:</td>
<td>Gardening Club, Dirran Yani</td>
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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, Support Teacher Literacy and Numeracy (STLaN)/special education teacher and master teacher
  - Seven classroom teachers, four specialist teachers, a Teacher Relief Scheme (TRS) teacher and two guidance officers
  - Six teacher-aides
  - Two administration officers, a cleaner and a schools officer
  - Parents and Citizens’ Association (P&C) president and eight parents
  - Two chaplains and a volunteer
  - 12 student councillors and 15 students
  - State Member for Nanango, Deb Frecklington
  - Principals of a local primary and high school
  - Representative from the local newsagency

1.4 Review team
Bert Barbe  Internal reviewer, SIU (review chair)
David Aisbett  External reviewer
Bernadette Hanna  External reviewer
2. Executive summary

2.1 Key findings

- The school has a strong sense of community and is valued by all members of the school community.

  The tone of the school is positive, warm and welcoming. The small school environment and personal approach is recognised. The school is well presented with expansive and maintained grounds, various play areas and activities for students to enjoy.

- The school has a broad improvement agenda focused on improving literacy, numeracy and behaviour.

  School staff are able to articulate the school priorities. At this time, plans for improvement do not appear to have been widely implemented or to have impacted significantly on most teachers’ day-to-day work.

- Roles and responsibilities of school leaders in driving the school improvement agenda are yet to be clearly defined.

  The school has allocated additional human resources to support the school’s improvement agenda. These include a master teacher and Support Teacher Literacy and Numeracy (STLan), a second chaplain and the employment of a teacher to release teaching staff to meet on a regular basis with the master teacher.

  Clarifying, documenting and communicating each leader’s roles and responsibilities in driving the improvement agenda will assist school staff in realising their contribution to school improvement.

- An expressed commitment to improvement is evident across the school.

  The staff profile of the school indicates a range of teaching backgrounds and experience. The commitment to improvement is only partially shared and embraced by all members of the staff, and is an area of consideration for the school.

- The school has a documented curriculum overview and assessment schedule.

  Curriculum planning is based on Curriculum into the Classroom (C2C) units in accordance with the Australian Curriculum. The school has a composite class structure across all grades. There is an opportunity to review and refine the curriculum plan and processes to ensure curriculum delivery is aligned across classes in a single year level and builds progressively across the years of schooling.
• There is a documented school plan for the annual collection of data on student achievement.

School leaders present whole-school data at staff meetings for discussion and for teachers to consider the implications of the data for school policies and classroom practices. Teachers are yet to fully engage with the deep analysis of student data to inform their teaching. The master teacher is supporting teachers develop their understanding and use of data to inform teaching and learning.

• Teachers have opportunities to take on leadership roles outside.

Teachers take on various roles outside the classroom. Some teachers express an interest in having the opportunity to undertake new roles as part of their capability development.
2.2 Key improvement strategies

- Work with regional personnel to develop a workforce plan.

- Collaboratively review and develop the whole-school curriculum and assessment plan to reflect the class structure and ensure alignment, consistency and rigour.

- Develop and publish roles, responsibilities and action statements for all school leaders, teachers and teacher-aides in driving the school improvement agenda.

- Narrow and sharpen the improvement agenda, including clear targets, timelines and actions, professional learning and targeted resources.

- Strategically review the distribution of leadership roles outside the classroom to maximise opportunities for all teachers to build capability and professional accountability.

- Develop the data literacy of teachers to confidently identify starting points for teaching, skill gaps and misunderstandings, make timely adjustments to teaching strategies and reflect on the effectiveness of their teaching.