SCHOOL STATEMENT OF PURPOSE AND CONTEXT

We believe that first and foremost our core business is the education of our students. We believe that a student’s education is enhanced by establishing effective partnerships between teachers, parents, students and the local community. Primary school years of learning are vital. During this time a student’s lifelong view of the world begins to developed and wonder of learning becomes firmly established. We live in a dynamic, ever changing world. This document is our school’s focus of activity for the next four years. It highlights four Key Priority Areas for attention. These priorities are what is known as our school’s Improvement Agenda.

Esk State School is located in the Brisbane Valley approximately 65 kilometres north of Ipswich and 100 kilometres north-west of Brisbane. Other nearby towns include Toogoolawah, 18 kilometres to the north, Toowoomba 80 kilometres to the south-west and Gatton 44 kilometres to the south.

Our school is part of the Education Queensland’s Darling Downs South West District and is in of Somerset Regional Council.

COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN

In Term Four 2011 the community was informed about the Quadrennial School Review 2012 to 2015 and the process to be undertaken to develop it. This was done through the school newsletter, website, staff and P&C meetings. The Review took place over a period of a week in November 2011. People involved in the consultation process were the P&C President, Support Learning Teacher Literacy and Numeracy, Classroom Teacher, the Principal and the Acting Regional Director.

MAJOR FINDINGS AND RECOMMENDATIONS FROM QUADRENNIAL SCHOOL REVIEW

Findings
- Enrolments have steadily increased over the last 4 years and are holding steady
- Attendance has improved over the last 3 years particularly in the lower school. Attendance rates in the upper school, for 4 to 7 has declined slightly
- School Disciplinary Absences are generally below the State results
- Parents are generally satisfied that Esk is a good school
Parent participation and involvement in the school is on a downward trend over the last three years.
NAPLAN data shows we have strengths across most areas in the lower school however results are dropping in the middle and upper school.
PAT testing in the upper school shows a downward trend in comprehension and vocabulary while maths showed little improvement.
PAT testing in the middle school showed no clear pattern with a mixture of gains and losses.
PM Benchmarks showed most students were above their chronological age in reading but there was a downward trend in spelling.
Year 2 Net results in reading, writing and number were similar to other State Schools.
There has been a huge input in resources, PD, training, analysis and implementation of literacy, eg First Step in Reading

Recommendations
- Moderation of student work – report cards and QCATs
- Update standardised test resources to newer versions.
- Focus on increasing the numbers of students in the upper two bands of NAPLAN results.
- Focus on teacher practice to improve student results in reading comprehension and numeracy.
- Implement the Australian Curriculum with a focus on the Dimensions of Teaching and Learning.
- Promote the work being done in the school by keeping parents informed about curriculum and school activities, eg Publish an annual events schedule. Find creative ways to inform and increase involvement of parents.
- Encourage the growth of the Instrumental Program and Choirs and showcase their talents to the wider community.
- Use OneSchool to record positive behaviours. Continue SWPBS implementation. Build resilience in students.

KEY PRIORITIES TO BE ADDRESSED DURING THE LIFE OF THE STRATEGIC PLAN
- **Teaching Practice - “the how”** Improve pedagogy to improve reading comprehension, numeracy.
- **Curriculum - “the what”** Implement a high quality Australian Curriculum with a focus on gaps in outcomes in Literacy and Numeracy
- **Build school and community partnerships - “the who”** Develop capability and capacity: in students (specifically attendance in middle and upper school, staff, the Principal, the P&C and the wider community.
- **Principal Leadership and school Capability and Capacity – “the capacity”**

### Teaching and Learning Audit Results

<table>
<thead>
<tr>
<th>Domain</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>1. An Explicit Improvement Agenda</td>
<td>Medium</td>
<td>Medium</td>
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<tr>
<td>2. Analysis and Discussion of Data</td>
<td>High</td>
<td>Medium</td>
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<tr>
<td>3. A Culture That Promotes Learning</td>
<td>High</td>
<td>Medium</td>
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<tr>
<td>4. Targeted Use of School Resources</td>
<td>Medium</td>
<td>Medium</td>
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<tr>
<td>5. An Expert Teaching Team</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>6. Systematic Curriculum Delivery</td>
<td>Medium</td>
<td>Medium</td>
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<tr>
<td>7. Differentiated Classroom Learning</td>
<td>High</td>
<td>Medium</td>
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<tr>
<td>8. Effective Teaching Practices</td>
<td>Medium</td>
<td>Medium</td>
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Teaching and Learning Audit 2011 Findings

An explicit improvement agenda

Commendations:
• A staff member trained as a facilitator has provided in-service in First Steps Reading to the other staff members. • A parent night is held to raise awareness of gifted education in the school facilitated by a member of the teaching staff members.

Affirmations:
• The Principal and staff members are united about the core objective of improving student learning in reading. • The Principal and school leaders are aware of trends in student achievement data. The school’s improvement focus is driven by the results of NAPLAN and school-based data.

Recommendations:
• Communicate the school’s priorities to all members of the school community clearly, by describing the improvements in student behaviours and outcomes that they wish to see. Develop specific targets for improvement (including short and long-term goals) and accompany these with appropriate timelines. • Explore ways to regularly communicate with parents and celebrate significant improvements in reading by students. • Develop a school-wide implementation strategy for the recently completed reading program, including an examination of the effective teaching practices needed to achieve school targets.

Analysis and discussion of data

Commendations:
• The school’s data gathering profile has been placed on g drive so all staff members can access and contribute to the updating of student data. • The STLaN is modelling diagnostic assessment tools to staff members, for example, the prose inventory.

Affirmations:
• The Assessment Schedule has been reviewed and refined to include appropriate timelines for the collection of student data. • The Principal and STLaN are endeavouring to advance their skills in the study, analysis and interpretation of school-wide achievement data. • Class teachers and support personnel are using data to inform student progress and to inform the class learning program.

Recommendations:
• Provide further professional development to staff members by building their skills in analysis and interpretation of data. Set aside regular intervals for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes. • Continue to collect and store student achievement data on OneSchool.

A culture that promotes learning

Commendations:
• The staff members are united and supportive of one another and there is evidence of student engagement in purposeful learning occurring throughout the school. • The Principal has commenced classroom profiling with several teachers to assist them to develop their behaviour management skills.

Affirmations:
• Classrooms are generally orderly and respectful relationships are evident in the school. • The Parents and Citizens’ Association have assisted the school through the purchases of various resources.

Recommendations:
• Continue to implement the School-Wide Positive Behaviour Support Program and collaborate with stakeholders on the agreed processes and procedures with a particular focus on the formulation of lesson plans. • Continue to encourage parents and care-givers to take an active interest in the workings of the school and be welcomed as partners in their children’s learning. • Continue to explore ways to promote a learning environment that is safe, respectful, tolerant, and inclusive and one that provides intellectual rigour for students.
**Targeted use of school resources**

**Commendations:**
- To respond appropriately to the needs of individual learners, discretionary school funds and flexible staffing arrangements are being applied to increase the services of the STLaN and provide personnel to deliver a maths enrichment program.
- A number of school-wide programs are in place designed to address the learning needs of students in maths problem-solving and spelling.

**Affirmations:**
- Information and Communication Technology is accessible to students and available programs include Mathletics, Reading Eggs and Accelerated Reader.

**Recommendations:**
- Explore ways to use the school’s physical spaces to effectively maximise student engagement and learning through whole group work, small group and individual student work.
- Establish a quality assurance monitoring process to ensure that allocated resources, both physical and financial, are achieving maximum results.
- Re-introduce the special needs committee to ensure that the academic and social learning needs of students are being identified and addressed.

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**An expert teaching team**

**Commendations:**
- Many staff members actively seek and are open to feedback from colleagues.
- A number of teachers are taking on leadership roles outside the classroom.

**Affirmations:**
- The Principal has commenced the Department’s Developing Performance Framework through initial discussions with teams focusing on individual strengths and weaknesses.

**Recommendations:**
- Implement a school Induction Program that demonstrates a formal process for the induction of new staff members into the school. This policy should also include detailed information about school expectations for effective teaching strategies as well as school and classroom procedures.
- Further develop the formal and informal coaching and mentoring in the school including the modelling of strategies in reading with the First Steps’ facilitator.

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**Systematic curriculum delivery**

**Commendations:**
- Some teachers are planning on OneSchool.

**Affirmations:**
- The school has a documented plan for curriculum delivery as specified in the Department’s Roadmap.

**Recommendations:**
- Develop school-wide strategies to ensure consistency of judgements for report ratings.
- Develop strategies for staff members to adopt common planning processes (including notation of adjustments in teaching and learning activities to respond to the progress of students). Consider release time for collaborative planning to occur.
- Ensure the fundamental skills of literacy, numeracy and higher order thinking strategies are embedded within all KLAs.
- Develop procedures that ensure there it consistency and an alignment of curriculum, assessment and reporting processes and practices across the school.

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**Differentiated classroom learning**

**Commendations:**
- There are enrichment programs in the areas of maths and spelling.

**Affirmations:**
- Teachers are using ability groups and streaming to cater for different learning needs in classrooms and across year levels.
- Mathletics is being used to personalise aspects of numeracy learning.
- Learning support programs provide additional services to support teachers and identified students.

**Recommendations:**
- Conduct in-service development opportunities with staff members to achieve a shared understanding of differentiated tasks and feedback beyond ability groupings. This will
enable teaching modifications to be made and learning activities to be planned which are responsive to students’ learning needs. • Develop clear and explicit school-wide expectations for teacher planning to document how the different needs of students are being met. • Ensure that planning provides opportunities for students to have different entry points, learning tasks and outcomes that are tailored to their individual needs.

**Effective teaching practices**

**Commendations:**
• Key teachers in reading and gifted education spend time working with teachers discussing effective classroom practices.

**Affirmations:**
• The school is focusing its attention on the key areas of literacy and numeracy.

**Recommendations:**
• Encourage teachers to work on building students’ beliefs in themselves to learn successfully by setting class and individual targets for improving performance. • The Principal and school leadership team need to take a strong leadership role and regularly engage teachers in conversations about effective literacy and numeracy strategies and provide ongoing detailed feedback on their practices. • Provide professional development to assist teachers and teacher-aides in how to provide feedback to students, parents and care-givers that is timely, on-going, instructive and purposeful and provides specific information on what actions individuals can take to make further learning progress.
### Priority 1

**Teaching Practice**: High quality teaching focused on the achievement of every student. (Improve pedagogy to improve reading comprehension, numeracy)

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<thead>
<tr>
<th>Key Priorities</th>
<th>Strategies</th>
<th>Process Milestones And Timeframes</th>
<th>Estimated School Funding</th>
<th>Total Budget</th>
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| a) High quality teaching practice | • Implementation of School-wide Positive Behaviour Support Program continues with fortnightly meetings changing to monthly when appropriate. Students are resilient and make strong behaviour choices supported by a consistent and predictable environment.  
• Quarterly assessments in reading comprehension to monitor each student’s performance.  
• Termly, Principal observes each teacher teaching and engages in conversation about explicit teaching and any other identified area of classroom practice.  
• Termly, teachers engage in mentoring sessions focused on identified areas of need or interest – Buddy Teacher Program.  
• Create individual case management at a class level for students who are under-achieving and review termly. | $15000 | $17000 |
| b) Collaborative practices | • Termly, Principal engages with all classroom and specialist teachers to Profile practice and to provide written feedback.  
• Each month student learning and achievement have a focus during teacher and year/level meetings.  
• Teachers share knowledge and support needs during professional dialogue at teacher/year level meetings. | | |
| c) Consistent pedagogical practice | • Yearly, staff attends Code of Conduct and Standards of Practice training.  
• Expectations about ‘how things are done’ are established, clear and understood by students, staff and parents and caregivers.  
• A staff are inducted using a high quality induction package  
• Yearly, teachers participate in Mentoring for Effective Teaching professional development. | | |
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| d) Evidence-based decision making | • There is an unrelenting focus that student learning and wellbeing are the impetus for all decision making.  
• Regular routines are set by teachers to review student data, standards and benchmarks of performance, academically and behaviorally. (5 to 6 weekly) | | | |
| Priority 2 | a) Plan for a Coherent and sequenced curriculum | • Yearly, school programs are reviewed to ensure alignment and integrity with the Australian Curriculum.  
• Termly, teachers co-operatively plan units of work and assessment items, these also include differentiated activities/tasks which cater for the needs of Identified students.  
• Twice a year there is in-school moderation of the A-E report card rating.  
• Higher Order Thinking Skills and Differentiation are embedded in units of work and daily practice  
• Each term school wide priorities are reviewed / monitored and OneSchool adjusted to ensure inclusion in teacher planning processes.  
• Teacher understanding of differentiation is deepened and demonstrated by being incorporated in classroom practice  
• Teachers regularly use One school to record and track student achievement.  
• On a regular basis students are provided with constructive feedback  
• On a regular basis students review their Individual personal and learning goals | $50,000 | $50000 |
| | b) Improve Teaching and Learning Audits | • Principal to maintain all stakeholder focus on this Improvement agenda.  
• Principal to request a Teaching and Learning Audit in early 2013. | | |
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| **Priority 3** | c) Effective use of funds, resources and facilities to suit the school context and student learning needs | • Yearly review of school’s learning spaces to ensure they are in line with the school’s priorities.  
• In February each year ensure alignment between funding and school priorities. | | |
| **Priority 3** | School and Community Partnerships – High levels of student, parent, staff and school community confidence in the school’s performance and achievement | a) Develop productive partnerships and promote community confidence and pride in the school | • Clarify priorities among staff and communicate same to school community.  
• Yearly review, publish and promote the school’s explicit improvement agenda embodied as targets, timelines and expectations for whole school, teachers and students.  
• Weekly Celebration of improvements through newsletter, noticeboards and announcements in staff meetings, parent-teacher meetings and on the school website.  
• Parents and Caregivers take and active interest in the operation of the school and are always welcomed as partners to Education Week, Open Days, Sports Days, Meet and Greet Evenings etc | $10000 | $10000 |
| **Priority 4** | Leadership and school Capability and Capacity (Build capability and capacity in Students, Staff, P&C, Community & Principal) | a) Principal’s Capability and Leadership Framework | • Yearly, Principal to develop the Principal’s Performance and Development Plan in conjunction with immediate supervisor. | | |
| | b) Teacher Performance Development Plans and PD | • Yearly, All teachers complete their Developing Performance Plans and once a term meet with the Principal for a conversation, review and celebration of Plans | $25000 | $25000 |
| | c) Build capability and capacity of parents and community | • Ongoing collaboration with the Parents and Citizens Association to establish innovative links with the school.  
• Ongoing development and fostering of innovative community partnerships | $10000 | $1000 |
| | d) Build capability and capacity of students | • Ongoing collaboration and involvement of students in the life of the school, supported by the School-wide Positive Behaviour Support Program | $2000 | $2000 |
Teaching and Learning Audit Results
By the end of 2015 we plan to be Outstanding in all domains of the Teaching and Learning Audit!

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<thead>
<tr>
<th>Aspirational Results</th>
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<tbody>
<tr>
<td>2013</td>
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<td>2015</td>
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CERTIFICATION
This Plan was developed in consultation with the school community and is a meaningful report of achievement and a statement of direction that meets school needs and systemic requirements.

Principal
24/12/2015

P&C President
24/12/2015

ARD
1/1/2016

Once completed and approved by the P & C President and ARD, email a copy to ARD.