

Esk State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Esk State School** from **20 to 22 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#).

The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

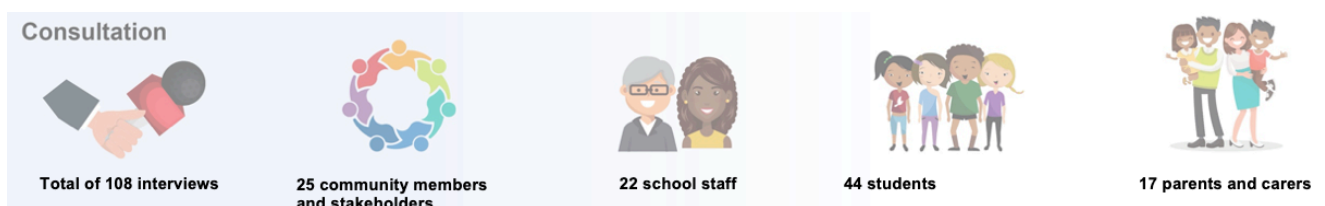
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Darren Sengstock	Internal reviewer, SRR (review chair)
Keith Graham	Internal reviewer
Leslie Vogan	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Yuggera and Jinibara Nations											
Education region:	Darling Downs South West Region											
Year levels:	Prep to Year 6											
Enrolment:	123											
Indigenous enrolment percentage:	9.7%											
Students with disability percentage:	<table border="1"> <thead> <tr> <th>QDTP</th> <th>Supplementary</th> <th>Substantial</th> <th>Extensive</th> </tr> </thead> <tbody> <tr> <td>9.00</td> <td>5.00</td> <td>5.00</td> <td>1.00</td> </tr> </tbody> </table>				QDTP	Supplementary	Substantial	Extensive	9.00	5.00	5.00	1.00
QDTP	Supplementary	Substantial	Extensive									
9.00	5.00	5.00	1.00									
Index of Community Socio-Educational Advantage (ICSEA) value:	981											

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **27 to 29 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 963 and the school enrolment was 162 with an Indigenous enrolment of 8 per cent and a student with disability enrolment of 3.7 per cent.

The key improvement strategies recommended in the review are listed below.

- Continue to develop and adapt curriculum units aligned to the Australian Curriculum (AC) that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards. (Domain 6)
- Strengthen the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including opportunities for case management. (Domain 2)
- Provide further time and continued support for teachers to develop precision in the implementation of collaboratively agreed approaches relating to the Explicit Improvement Agenda (EIA) and monitor implementation to promote consistency of practice across the school. (Domain 1)
- Build the capacity of teachers to engage their students as assessment literate learners through the effective implementation of 'Bump it up' walls, goal setting and feedback processes. (Domain 8)

2. Executive summary

2.1 Key affirmations

Staff have taken authentic steps to create genuine connections to local land, history and stories.

School leaders and staff are proud of their work with local Indigenous histories and speak of their commitment to valuing Indigenous perspectives. Key school staff have engaged with First Nations students, families and communities to co-design initiatives. Teachers are endeavouring to transfer their new understanding of Indigenous perspectives into their classrooms.

Student behaviour and conduct are viewed as positive aspects of the school.

The positive school culture for learners is underpinned by a strong Positive Behaviour for Learning (PBL) framework. This supports student wellbeing and has been adapted to be proactive as opposed to reactive. Students and staff are committed to this framework and students speak enthusiastically of the rewards they gain for following school expectations. Students are described by staff, parents and community members as well behaved.

The school has an experienced and confident teaching and support team.

Staff describe a strong commitment to their students, the school and the community, and an openness to the continued improvement of their practice. Opportunity for professional learning and collaborative networks are built into staff development days, staff meeting agendas and the Annual Implementation Plan (AIP). Teachers and teacher aides work collaboratively within classrooms to enhance student learning outcomes.

Data processes support individual students and their learning journey.

Leaders and teachers articulate that the routines and strategies utilised within reading and mathematics rotations are embedded within school practice and have contributed to improved student reading results and National Assessment Program – Literacy and Numeracy (NAPLAN) performance. Years 3 and 5 reading Mean Scale Scores (MSS) have risen significantly since 2018 and are now above state and regional averages, and are comparable to the national average.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Collaboratively build and deepen a school culture that is conducive to open, respectful and professional communication to encourage staff voice and input into key school initiatives.

Domain 6: Systematic curriculum delivery

Enhance Quality Assurance (QA) processes through observation, feedback and moderation to ensure the intended curriculum is the enacted curriculum.

Strengthen moderation processes across learning areas and at multiple junctures to deepen teacher knowledge of the Australian Curriculum (AC) and enable greater consistency when determining student Levels of Achievement (LOA).

Domain 8: Effective pedagogical practices

Implement the agreed pedagogical practices to provide a consistent whole-school approach to pedagogy.

Further build teacher capability through an instructional leadership model to provide opportunities for observation and feedback and coaching/mentoring.