

Esk State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Esk State School** from **27 to 29 November 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

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|-----------------|---------------------------------------|
| Garry Lacey | Internal reviewer, SIU (review chair) |
| Jenny Watson | Peer reviewer |
| Kayte Gillinder | Peer reviewer |



1.2 School context

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| Location: | East Street, Esk |
| Education region: | Darling Downs South West Region |
| Year opened: | 1875 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 162 |
| Indigenous enrolment percentage: | 8 per cent |
| Students with disability enrolment percentage: | 3.7 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 963 |
| Year principal appointed: | Term 4, 2017 |
| Day 8 staffing teacher full-time equivalent (FTE): | 10.1 |
| Significant partner schools: | Brisbane Valley Cluster Schools: Toogoolawah State School, Toogoolawah State High School, Harlin State School, Linville State School Other Schools in the Somerset Region: Coominya State School |
| Significant community partnerships: | Parents and Citizens' Association (P&C), Esk Before–Afterschool and Vacation Care (EBAVC), Lions Club, Returned and Services League of Australia (RSL), Esk News, Somerset Regional Council, Somerset Leisure, Esk Community Choir, Churches Together – breakfast club, Police, Fire and Rescue |
| Significant school programs: | Reading support, MultiLit, speech therapy – including Oral Language Early Years (OLEY), instrumental music, marimba group, Science, Technology, Engineering and Mathematics (STEM) club, Sporting Schools, Physical Education (PE) enhancements – gymnastics, horticultural program, transitions programs, collegiate engagement, extension program – Unify, Indigenous opportunities, Book week, Under 8's morning, breakfast club, chaplaincy program, Adopt-a-Cop |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN), guidance officer, nine classroom teachers, Indonesian language teacher, music teacher, Health and Physical Education (HPE) teacher, teacher librarian, Speech Language Pathologist (SLP), two Business Managers (BM), six teacher aides, systems technician, three ancillary staff members, 21 parents, 66 students and Positive Behaviour for Learning (PBL) team.

Community and business groups:

- RSL president, Lions Club representative, P&C president, school chaplain, Outside School Hours Care (OSHC) provider, three local business representatives, Adopt-a-Cop and breakfast club coordinator.

Partner schools and other educational providers:

- Three cluster primary principals, principal local high school, regional PBL coach and coordinator local kindergarten.

Government and departmental representatives:

- Councillor for Somerset Regional Council, council Sport and Recreation officer and ARD.

1.4 Supporting documentary evidence

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| Strategic Plan 2016-2019 | Explicit Improvement Agenda 2019 |
| Investing for Success 2019 | Annual Implementation Plans 2018 and 2019 |
| Headline Indicators (April 2019 release) | School Data Profile (Semester 1, 2019) |
| OneSchool | School budget overview |
| Curriculum planning documents | Professional learning plans 2018 and 2019 |
| School improvement targets | PBL framework |
| School pedagogical framework | 2019 AIP traffic light review |
| School data plan | School newsletters and website |
| School Opinion Surveys 2018 and 2019 | Responsible Behaviour Plan for Students |
| School based curriculum, assessment and reporting framework | Report card and NAPLAN update Semester 1 2019 |



2. Executive summary

2.1 Key findings

Staff members are supportive of each other, with the leadership team committed to continuing to support sustainable collegial relationships.

A number of strategies are established to celebrate staff successes and promote strong levels of wellbeing for all staff members. Members of staff report feeling positive about their work and the relationships they share with each other. There are high levels of professional energy in the work of staff members and pride in their collective achievements. Some staff members have dedicated many years of service and commitment to the school.

The school's Positive Behaviour for Learning (PBL) team effectively leads the enactment of the Responsible Behaviour Plan for Students (RPBS).

The school's behaviour expectations are well understood by students and these are demonstrated in all settings. School community members speak positively of the behaviour and attitude of students. PBL processes are embedded into the life of the school, with Gotcha awards, gem cards and other awards being used by all staff to reward appropriate behaviours. The effectiveness of the PBL approach across all school settings is valued by staff, students and parents.

The principal has led significant projects to promote the beautification of the grounds to enhance the school's built environment.

Projects have included enhancement of outdoor spaces with extensive garden beds improving the look of the grounds and reinvigorating the school's pool area. Refurbishment of classroom spaces has been an additional priority with students and staff members appreciating these facility enhancements. This focus on creating a positive and inviting school environment has had a positive impact on perceptions of the school within the community. Community leaders report favourably on the renewed environment.

The school's leadership team and teaching staff members express a commitment to implementing curriculum units aligned to the learning areas of the Australian Curriculum (AC).

Teachers plan curriculum units in English and Humanities and Social Sciences (HASS) that forefront consideration of the AC. Most teachers express support for this new planning methodology with many articulating greater confidence in the development of their knowledge of the AC. In most other learning areas, the use of Curriculum into the Classroom (C2C) units, assessment tasks and Guides to Making Judgements (GTMJ) is guiding the work of teachers in developing learning experiences for students. The principal expresses a continued commitment to supporting teachers to collaboratively develop and adapt curriculum units aligned to the AC that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.



School leaders clearly articulate that the school gives priority to collecting, analysing and using data to drive improvements in student learning.

The leadership team regularly discusses data with staff members as part of individual collegial conversations. Some aspects of these discussions relate to identifying next steps for identified students. Opportunities for team collaborations relating to the analysis and discussion of school-based achievement data are yet to occur on a regular and planned basis. School leaders are committed to strengthening 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.

The school team is committed to improving learning outcomes for all students with a clear vision established for the school.

The Explicit Improvement Agenda (EIA) has two focus areas that include the development of a growth mindset for students, and implementing effective pedagogical strategies to lift student performance. Teachers are working hard to develop their repertoire of practice and have strong commitment to genuinely engaging with the elements of the EIA to improve outcomes for students. The leadership team understands the need to provide further time and continued support for teachers to develop precision in the implementation of collaboratively agreed approaches relating to the EIA and to monitoring implementation to promote consistency of practice across the school.

All teachers are engaging in the development of ‘Bump it up’ walls in relation to the learning area of English.

These walls provide students with information on the criteria for learning success. Teachers are beginning to make regular reference to the wall through display of the assessment task, assessment exemplars and GTMJ. Students are beginning to demonstrate ability to use the wall to enhance their learning and appreciate feedback to identify their next task to achieve improved learning. Classroom teachers are continuing to build their capacity to engage students as assessment literate learners through the effective implementation of Bump it up walls, goal setting and feedback processes.

A school-developed collegial engagement framework is designed to support staff capability development.

This framework promotes deprivatisation of practice, assists in the development of precision in the delivery of learning experiences, and encourages high levels of mutual trust and support amongst members of the school team. The framework details the range of professional learning opportunities for staff to engage with throughout each term. These include coaching and mentoring, observation and feedback, classroom walkthroughs, learning lounges and classroom profiling. Conversations with staff members indicate they value the opportunities for professional learning aligned to the intent of this framework.



The school is re-connecting its partnerships with the community by building solid relationships with local organisations and businesses.

These partnerships are contributing positively to the life of the school through mutually supportive relationships. Long-standing relationships with the Lions and Returned and Services League of Australia (RSL) clubs are continuing. The local council supports facilities' improvements outside the school gate. The annual 'Biggest Morning Tea' held as a community event is a highlight on the school calendar. Partnerships with local businesses are continuing to develop with the local newsagency, and hire and landscape company. A local company leases the school pool for use by the community and has appreciated the facility's enhancements. School staff are committed to continually enhancing partnerships within the local community.



2.2 Key improvement strategies

Continue to develop and adapt curriculum units aligned to the AC that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.

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.

Provide further time and continued support for teachers to develop precision in the implementation of collaboratively agreed approaches relating to the EIA and monitor implementation to promote consistency of practice across the school.

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.