

# Emerald North State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Emerald North State School** from **25 to 27 May 2021**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Christine Dolley	Internal reviewer, EIB (review chair)
Scott Medford	Peer reviewer
David Hinton	External reviewer



## 1.2 School context

<b>Location:</b>	Campbell Street, Emerald	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Early Childhood Development Program (ECDP) to Year 6	
<b>Enrolment:</b>	284	
<b>Indigenous enrolment percentage:</b>	20.7 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	21.7 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	25.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	943	
<b>Year principal appointed:</b>	June 2018 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), Business Manager (BM), two administration officers, guidance officer, Support Teacher Literacy and Numeracy (STLaN), Early Childhood Development Program (ECDP) teacher, 15 teachers, seven teacher aides, 23 parents and 67 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Centre for Learning and Wellbeing (CLAW) principal, Denison State School principal, Emerald State School principal, Emerald State High School principal, Emerald State High School Head of Year 7, Borilla Community Kindergarten director and Goodstart Early Learning Child Care Centre Emerald director.

Government and departmental representatives:

- Councillor for Central Highlands Regional Council, Queensland Health Central Highlands Evolve Therapeutic Services (ETS) and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Differentiation for an Inclusive Classroom
Investing for Success 2021	Strategic Plan 2019-2022
OneSchool	School Data Profile (Semester 1 2021)
Professional learning plan 2021	School budget overview
Student Referral Flowchart	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
School data schedule 2021	School newsletters and website
School Opinion Survey 2019	Headline Indicators (October 2020 release)
Student Code of Conduct 2020-2023	School Operational Reporting Dashboard
Student Achievement Committee Referral Form	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

#### **Positive and caring relationships between students, staff and parents exemplify this welcoming school environment.**

Staff focus on developing positive and caring relationships across the school community. Parents consistently express the belief that staff members are welcoming, approachable and supportive. They further comment that staff demonstrate care and concern for students. Some parents and community members articulate a perceived positive shift in local community perception of the school. Parents and families are viewed as integral members of the school community and are offered opportunities to be involved in a range of events designed to enhance their understanding of their child's education and to celebrate their successes.

#### **The school environment, gardens, play spaces, murals and landscaping reflect a sense of pride and wellbeing.**

Teaching staff members present their classrooms as inviting spaces in which to learn. Artefacts to support student learning and displays of student work are apparent in classrooms. Classrooms present as orderly, with most students readily engaging in the learning process. A YouTube clip recently recorded with students singing the school song reflects a strong sense of pride in the school. Students articulate enjoying school and express the belief that teachers care for them.

#### **The leadership team articulates the importance of a united commitment to an Explicit Improvement Agenda (EIA).**

Leaders drive the core objective of improving the learning outcomes of the full range of students. Staff members recognise reading and inclusion as key aspects of effective implementation currently driving the improvement agenda. School leaders express the importance of developing a statement of roles and responsibilities to include accountabilities, key actions and implementation timelines for all staff members, including school leaders, ensuring these are effectively communicated to, and understood by, all stakeholders.

#### **School leaders recognise the importance of developing capabilities to maximise outcomes for all students.**

The leadership team has commenced and foreshadowed the development of processes and programs to assist with teacher capability development including identifying signature pedagogical practices and approaches supplemented by a coaching and mentoring framework. The leadership team understands that their own leadership skills and expertise are crucial to the successful implementation of the improvement agenda. Leaders articulate the intent to establish a process supporting leaders to enhance their instructional leadership skills for effective monitoring of programs and practices.



**Teaching staff members articulate the importance of highly effective teaching practices as the key to improvement in learning outcomes.**

School leaders recognise the need for refined processes to ensure researched, evidence-based approaches are used to engage students in their learning. Learning intentions and success criteria are extracted from units of work during planning and shared with students. Leaders identify the need to maintain currency through a collaborative review of the pedagogical approaches and practices to develop agreed key signature pedagogies for improvement in learning outcomes for the full range of students, including high achievers.

**The principal, leadership team, teachers and teacher aides express a shared belief that all students are able to be successful learners.**

Staff members understand the importance of providing engaging opportunities to have learning experiences targeted at students' appropriate instructional levels. Teachers and teacher aides have communicated a desire to receive ongoing Professional Development (PD) in key areas of differentiated instruction. Resourcing for additional time to provide collaborative professional learning on how to plan and enact the key elements of differentiation – content, process, product and environment, in the classroom is designed to assist staff to further support inclusive practice for all students.

**School leaders recognise priority is given to the development and implementation of a data plan.**

Teachers express appreciation for the differentiation planner utilised during curriculum planning sessions as the intent is to use data to inform planning for students. Dedicated cohort curriculum planning sessions are conducted at the beginning of each term, led by the Head of Department – Curriculum (HOD-C). School leaders articulate the importance of the use of data as a starting point for these planning sessions, accompanied by discussion regarding literacy continuum clusters. The leadership team expresses the intent to provide PD for teaching staff to enhance data literacy skills enabling deeper understanding of starting points for future learning.

**Principals, parents, staff members and the community recognise the value in partnerships and the strength of transition programs.**

The school has been selected as a regional spotlight school for its endeavours in the Step Up program. Many Prep parents comment that the comprehensive transition program assists their child to have an enjoyable transition to formal schooling. The leadership team articulates commitment to ongoing engagement with early years providers to strengthen partnerships for students transitioning into Prep. The feeder high school provides a number of transition experiences for Year 6 students that include a visit to the school by junior secondary staff to present general information. A 'question and answer' session is conducted and delivered by returning high school students. In an innovation commenced in 2020, Years 5, 6 and 7 teachers have the opportunity to undertake peer teaching together to develop continuity of curriculum for Years 5, 6 and 7.



### **Parents speak positively of the levels of care and support afforded their child.**

Parents articulate being able to approach members of the school team to discuss any concerns they may have. Some parents highlight the involvement of many teachers in local community events as positive school role modelling. The leadership team highlights that increasing parent participation in classroom support programs and engagement in understanding and supporting their child's learning is an ongoing focus. Teachers acknowledge the importance of building positive partnerships with parents and the wider community. Parents and the school community are provided with information on a regular basis through the newsletter and social media regarding focus areas of the curriculum and the celebrations of learning at the school. The plan for curriculum delivery is shared each term with parents and the community.





## 2.2 Key improvement strategies

Develop a statement of roles and responsibilities to include accountabilities, key actions and implementation timelines for all staff members including school leaders, and ensure these are effectively communicated to, and understood by all stakeholders.

Develop processes to build and enhance the capabilities of the school leadership team to deliver cohesive, consistent instructional leadership.

Collaboratively review the pedagogical approaches and practices to develop agreed key signature pedagogies for the improvement in learning outcomes for the full range of students, including high achievers.

Collaboratively plan professional learning on how to implement the key elements of differentiation – content, process, product and environment, to further support inclusive practice for all students.

Explore opportunities for effective PD for teaching staff to enhance data literacy skills enabling deeper understanding of starting points for student learning.