



School Improvement Unit Report

Emerald State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Emerald State School from 22 to 24 February. 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

Location:	Anakie Street, Emerald
Education region:	Central Queensland Region
The school opened in:	1882
Year levels:	Prep to Year 6
Current school enrolment:	339
Indigenous enrolments:	3 per cent
Students with disability enrolments:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002
Year principal appointed:	2014
Number of teachers:	22 (full-time equivalent)
Nearby schools:	Denison State School, Emerald North State School, Emerald State High School, Capricornia (Emerald Campus) School of Distance Education.
Significant community partnerships:	Billiton Mitsubishi Alliance, Borilla Kindergarten.
Unique school programs:	BMA R.E.A.D



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 members, students, parents and community representatives, including:
 - Principal and leadership team
 - Assistant Regional Director
 - 19 teachers and 20 students
 - Special education teacher, arts teacher, teacher librarian, physical education teacher, languages teacher, instrumental music teacher
 - Business Services Manager (BSM), administration officer
 - 20 parents
 - Parent and Citizens' Association (P&C) vice-president.
 - Deputy principal of Emerald State High School
 - Eight teacher aides, two cleaners, chaplain, schools officer
 - Director of Borilla Kindergarten
 - Representative of Billiton Mitsubishi Alliance

1.4 Review team

John Enright	Internal reviewer, SIU (review chair)
Jenny Hart	Internal reviewer, SIU
Fred Hardman	External reviewer



2. Executive summary

2.1 Key findings

- The school leadership team has developed an explicit school improvement agenda.

The agenda focuses on writing with a particular focus on grammar and punctuation, Positive Behaviour for Learning (PB4L) and reading and has associated targets and timelines. The core priorities are known by all staff and students.

- The school has documentation for roles and responsibilities for the leadership team.

Roles and responsibilities are not clearly aligned to the instructional leadership and improvement agenda of the school.

- Staff and student relationships are inclusive, supportive and positive.

Classrooms are calm and there is a high level of engagement evident throughout. A few teaching staff members express concern around the level of consultation, collaboration and timely communication. Most teaching staff state that the school is a happy environment to work in.

- The school has a documented coaching framework that has three levels of coaching: identified mentor, peer and collegial coaching.

Members of the leadership team and some teaching staff are trained to deliver these coaching models. Some teachers have participated in these coaching sessions. The model is yet to be fully adopted by all teaching staff.

- The school has a documented curriculum plan that outlines whole school, year level and classroom planning expectations.

The plan makes explicit links to the Australian Curriculum (AC). Teachers are familiar with this plan and use it to support the planning and delivery of curriculum. There is evidence of some quality assurance feedback on English units. It is unclear if quality assurance occurs for other curriculum areas and moderation processes are yet to be developed.

- The school leadership team is committed to continuous improvement in teaching practices throughout the school. There is a particular focus regarding improved teaching methods in writing, with emphasis on grammar and punctuation.

Expectations for the teaching of writing are clear and are effectively communicated to staff members. These expectations are less clear for the teaching of other subjects.

- Parents speak positively of the school and it is held in high regard in the community.

Parents express that they would like greater opportunity to be involved in their child's learning and developing future school priorities, and special school events.



2.2 Key improvement strategies

- Collaboratively develop and clarify the roles, responsibilities and expectations of school leaders and staff members and align these to drive the school's improvement agenda.
- Collaboratively revisit the school improvement agenda and communication strategies with all stakeholders to ensure understanding and commitment to the direction and smooth operation of the school. Enhance the opportunities for the school to celebrate learning and special events.
- Systematically implement and engage all teaching staff in the coaching model of the school with teachers formally aligned with a mentor, peer or collegial coach. Align these coaching sessions with the school improvement agenda.
- Implement the pedagogical framework to ensure consistent practice in all curriculum areas is evident in classrooms particularly in reading and mathematics.
- Replicate the quality assurance and vertical alignment process for English within other curriculum areas and implement a systematic moderation process.