School Improvement Unit
Report

Lockrose State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Lockrose State School from 5-6 March 2015. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Lockrose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1905</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>50</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>12 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>20 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>833</td>
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<tr>
<td>Year principal appointed:</td>
<td>2002</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>3</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Lowood State School, Lowood High School, Hattonvale State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Equine learning for futures incorporated, Lutheran Church – breakfast program</td>
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<tr>
<td>Unique school programs:</td>
<td>Gardening club</td>
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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 two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Three classroom teachers,
  - Three support and specialist teachers
  - Three teacher-aides, one administrative officer
  - Guidance officer
  - All students
  - P&C President
  - Three parents
  - Cluster primary and secondary principals
  - Early years provider

1.4 Review team
Michelle D’Netto          Internal Reviewer, SIU (review chair)
Gary Austen               Peer Reviewer
Lyal Giles                External Reviewer
2. Executive summary

2.1 Key findings

- The school’s improvement agenda focuses on reading, writing and number.
  
  There is a broad improvement agenda. The agenda is not widely known, communicated or enacted across the school.

- Student achievement is inconsistent.
  
  The National Assessment Program – Literacy and Numeracy (NAPLAN) results of the school are varied. There have been improvements in student achievement from 2008-2014 for Years 5 and 7 in Mean Scale Score (MSS), Upper Two Bands (U2Bs) and in National Minimum Standard (NMS).

- Some instructional support and guidance is provided for teachers.
  
  Informal support and feedback is provided to teachers in regards to teaching and learning to develop their expertise. There are plans to develop a systematic approach which provides a formal process of instructional rounds and feedback for all teachers across the school.

- Pedagogical practice is inconsistent across the school.
  
  There is a documented pedagogical framework based on Dimensions of Teaching and Learning (DoTaL) and the 16 Elements of Explicit Instruction (Archer and Hughes¹) to inform school-wide teaching and learning strategies. However, the implementation of pedagogical practice across the school is inconsistent, in regards to the engagement of students in tasks, and the deep learning required by students to achieve at or above year level standards.

- The student attendance rate of the school is of significant concern.
  
  The attendance rate of the school for 2014 was 88.5 per cent. 27.3 per cent of students attended for less than 85 per cent of the school year. Some attempts are made to contact with families about the importance of regular attendance.

¹ Archer, AL and Hughes, CA 2011, *Explicit Instruction: Effective and Efficient Teaching*, Guilford Press, New York, USA.
2.2 Key improvement strategies

- Develop a sharp, narrow explicit improvement agenda which provides clear expectations and targets. Communicate the explicit improvement agenda to staff and the school community.

- Implement a whole-school strategy to develop and promote a culture of high aspirations and opportunity for all students.

- Develop a school-wide strategy to promote attendance.

- Embed explicit teaching strategies in teachers’ practice across the school. Monitor the effectiveness of teaching through short-term data cycles, classrooms visits and coaching sessions.

- Engage regional support to access a pedagogical coach to improve classroom curriculum delivery.