

State School Strategic Plan 2024 – 2027 [Version 2] 2024-2027 SCHOOL STRATEGIC PLAN [Version 2]



Educational achievement



Wellbeing and engagement



Culture and inclusion

School profile

Lockrose State School is located in the Lockyer Valley west of Brisbane. The towns of Gatton (25 km), Laidley (22 km) and Lowood (17 km) are easily accessible. Upon graduation, Year 6 students predominately attend one of the three local high schools. The school began in 1905, the centre of a rural community. The school services the Lockrose, Brightview and Regency Downs districts. Services such as a shopping and medical centre have become more accessible in the last few years.

The school offers a Year P-6 curriculum in a multi-age setting. The curriculum focuses on literacy and numeracy and the other curriculum areas identified in the Australian Curriculum. We recognise that our students have individual learning needs and endeavour to know and understand our students in a caring environment.

ICSEA: 889
Enrolments: 42
Staff: 6
Region: Metropolitan South

School Priorities:

- Educational Achievement
- Wellbeing & Engagement
- Culture & Inclusion
- Clarity & Capability

Vision and values

Our vision is to encourage and support our students to become resilient, collaborative, inclusive, life-long learners who strive for excellence.

Values:

- Empower students to be resilient.
- Challenge and shape our students' minds.
- Engage our students with best practice.
- Provide a safe space for the school community.
- Develop knowledge and skills for staff and students.

School priority 1: Educational Achievement

Strategies

- Develop moderation processes to ensure a clear understanding of the curriculum, success criteria, task sheet, marking guide, teaching sequence and collaboratively agreed assessment conditions.
- Revise the Curriculum, Assessment and Reporting Plan (CARP) to ensure all of the curriculum planning and resource documents are available to staff in a centrally organised and accessible way.
- Collaboratively identify agreed effective pedagogical approaches and document these to provide guidance for staff on their consistent use.
- Develop a process for tracking students learning goals to build agency for learning that lifts achievement.

Actions

- Review Lockrose State School (LSS) Curriculum and Reporting Plan CARP and update to the Australian Curriculum (ACAR) Version 9 by the end of term 1 2024
- Review CARP, Oneschool planning and LSS G drive critical folders at the beginning of each year in January Student Free Days or Term 1 staff meeting.
- Collaboratively develop moderation process, including M1-M4 phases, to be stated in LSS CARP by the end of Semester 2 2024.
- Use LSS data plan and SORD data to determine HTS to use in teaching cycles – Early each term – 2024 – 2027.
- Continue to collaboratively develop the LSS Whole-School Approach to Pedagogy based on best practice research.
- Collaboratively develop student learning goals artefact and monitor progress each in data meetings.

Measurable Outcomes

- 100% of teaching Staff to have a clear understanding of the curriculum, success criteria, task sheets marking guide, teaching sequence and collaboratively agreed assessment conditions by the end of 2025.
- A LSS CARP that is updated with ACARA Version 9, Collaboratively developed moderation process and documented High Impact teaching Strategies by the end of 2025.
- 100% of Staff utilising the LSS Whole-School Approach to Pedagogy
- Improvement in student English Level of Achievement (LOA) data to 80% A-C by 2027.
- Improvement in student Math LOA data to 80% A-C by 2027.
- Improvement in NAPLAN literacy data to 75% of students to Strong Achievement by 2027.
- Improvement in NAPLAN numeracy data 75% of students to Strong Achievement by 2027.

Success criteria

Behaviourally:

- Students can/will:
- Show improvement and success in the school improvement area of Mathematics.
 - Show improvement and success in the school improvement area of English.

Teachers can/will:

School priority 2: Wellbeing & Engagement

Strategies

- Establish high expectations for students achievement leveraging off existing strong student engagement to build a culture of learning.
- Strengthen relationships with local pre-prep programs to support the positive transition of young children into prep.

Actions

- Continue to work on learning walls– move on to “bump it up” walls.
- Collaboratively Develop “High Achiever” behaviours for students.
- Develop Lockrose SS staff wellbeing strategy with regional support, collaboratively discuss needs with staff.
- Principal and P-2 Teacher to visit local pre-prep programs each year in Semester 2 to support transitions and collaboratively develop a transition strategy for pre-prep.
- Employ a youth engagement officer to support culture and wellbeing of students.

Measurable Outcomes

- By the end of the 2024-2027 strategic plan period, 100% of classrooms will have implemented "bump it up" walls, showcasing student work and providing clear indicators of progress and improvement.
- An increase in LOA A-B data for English and Math by 10% by the end of the 2024-2027 strategic plan.
- By the end of the second year, develop and implement a staff well-being strategy. Conduct annual surveys to measure staff satisfaction, and aim for a 10% improvement in reported well-being over the strategic plan period.
- Implement a pre-prep transition strategy by the end of the 2024 school year, outlining specific activities and support mechanisms.
- Monitor and evaluate the effectiveness of the transition strategy through pre and post-implementation surveys, aiming for a 25% increase in successful student transitions to primary school by 2027.
- Successfully hire a youth engagement officer by the end of semester 1 2024.
- Measure the impact by a 15% increase in student engagement levels, as reported by teachers and observed through student participation in extracurricular activities, by the end of the plan.

Success criteria

Behaviourally:

Students can/will:

- Use learning walls/bump it up walls effectively.
- Understand and use LSS “higher achiever” behaviours.
- Understand that teachers/staff have high expectations for their learning and successes.

Teachers can/will:

- Teach students how to effectively use the learning walls/bump it up walls.
- Teach students the LSS higher achiever behaviours.

School Improvement Areas:

- Inclusion
- Pedagogy
- English
- Math

School priority 3: Culture & Inclusion

Strategies

- Build on the collection and analysis of disaggregated student learning data to strengthen understanding of the learning needs for cohorts and individual students to inform differentiated teaching and learning.
- Initiate and collaboratively develop an approach to inclusive education aligned to the DoE policy to establish a united focus on providing inclusive environments for all students.
- Develop professional learning opportunities to support staff in building their capability to deliver differentiated teaching and learning that enables all students to access and progress through the curriculum.

Actions

- Develop a Lockrose State School Inclusion framework
- Develop a suite of differentiation practices to be utilised for all students and document in CARP and Oneschool planning.
- Develop Staff Professional Development Plan aligned to school priorities and Explicit Improvement Agenda.
- Engage with Metropolitan South Region support to access pedagogy coaches for teachers.

Measurable Outcomes

- By the end of 2024, establish an Inclusion framework that specifically addresses the needs of students with disabilities (SWD) and incorporates First Nations perspectives.
- Ensure 100% staff awareness and adherence to the framework.
- Develop and document a suite of differentiation practices within the first year.
- By the end of the second year, ensure that 90% of teachers have incorporated these practices into their CARP (Curriculum, Assessment, Reporting, and Planning) and Oneschool planning.
- Monitor and report a 15% increase in SWD and First Nations students LOA data by the end of 2027.
- By the end of the first year, create and implement a Staff Professional Development Plan aligned with school priorities and the Explicit Improvement Agenda.
- Assess the impact through improved teaching practices, measured by classroom observations and student feedback, with a target of a 20% increase in positive observations and feedback by the end of the strategic plan.
- Establish a partnership with pedagogy coaches for teachers within the first six months. By the end of the third year, evaluate the effectiveness of the coaching program through teacher surveys and classroom assessments, aiming for a 15% improvement in teaching practices and student engagement.

Success criteria

Behaviourally:

Students can/will:

- Access the curriculum in a way that suits them.
- Experience success in their learning.

Teachers can/will:

School priority 4: Clarity & Capability

Strategies

- Collaboratively refine the Annual Improvement Plan (AIP) actions, outcomes and targets.
- Develop clear and consistent timelines to monitor progress of the Annual Improvement Plan (AIP).
- Develop a professional development plan aligned to AIP and school priorities.
- Implement a collegial engagement process including coaching and feedback process to foster continued professional learning and improvement aligned to the schools' priorities.
- Develop agreed process for leaders and colleagues to observe classroom teaching and learning to gain insights into the extent to which the intended is the enacted curriculum.

Actions

- A collaboratively developed AIP with a sharp and narrow focus aligned to the school priorities and school improvement areas by the end of Term 1 2024-2027.
- Collaboratively develop clear timelines for planning and reporting set in LSS CARP Term 1 2024-2027.
- Collaboratively develop clear data goals for school improvement areas in the LSS Data plan.
- Collaboratively develop a professional development plan aligned to the school improvement areas at the beginning of each year 2024-2027.
- Collaboratively develop coaching and feedback processes including data informed HITS, with agreed time frames (for observations) aligned to the school improvement areas and school priorities by the end of 2025.
- A collaboratively developed process for coaching and feedback by the end of Semester 1 2024.
- Clear timelines set for observations and feedback by the end of Semester 1 2024.

Measurable Outcomes

- By the end of Term 1 in each academic year, have a fully developed Annual Implementation Plan (AIP) with a specific focus on the identified school priorities and improvement areas.
- Develop and implement clear timelines for planning and reporting in the Lockrose State School's CARP by the end of Term 1 each year.
- Evaluate the effectiveness through streamlined planning processes and improved reporting accuracy.
- Develop and document clear and measurable data goals for each identified school improvement area. Ensure that these goals are incorporated into the AIP and regularly monitored. Aim for a 15% improvement in relevant data indicators associated with each improvement area by the end of the strategic plan period.
- Develop and implement coaching and feedback processes, including data-informed High-Impact Teaching Strategies (HITS), by the end of Semester 1, 2024.
- Have a fully developed coaching and feedback process in place by the end of Semester 1, 2024. Assess the success by ensuring that 100% of teachers are familiar with and understand the coaching and feedback

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- Have a deeper understanding of the curriculum (Version 9), the three levels of planning and LSS strategic documents.
 - Be able to utilise a range of HITS deepening on the learning phase and the needs of the students based on the data in the LSS data plan.
 - Effectively use student learning goals to improve student outcomes in School Improvement Areas (SIA).
 - Teachers will use effective moderation practices (M1-M4) each semester.
- Teacher Aides can/will:
- Support teachers in the use of HITS
 - Support students in the School Improvement Areas through best practice.
 - Support students to develop learning goals each term.
- Leadership team can/will:
- Collaboratively develop a LSS Whole-School Approach to Pedagogy.
 - Lead the professional development of HITS.
 - Lead discussions and meeting around student data to improve student outcomes in the identified school priority areas.
 - Lead the development of effective moderation practises.
 - Lead each phase of moderation (M1-M4).

- Resourcing**
- Staffing (Investing for Success) – Teacher Aide
 - Staffing (Investing for Success) – TRS – releasing teachers for planning days and HIT meetings
 - Professional development – Queensland Decodable Readers
 - Professional development – Numeracy

- Utilise the staff wellbeing strategy when required.
- Teacher Aides can/will:
- Have high expectations for student learning.
 - Support teachers to model high expectations and “higher achiever” behaviours.
 - Support students to effectively use learning and bump it up walls.
- Leadership team can/will:
- Lead the profession development of bump it up walls.
 - Lead the collaborative development of LSS higher achiever behaviour for students.
 - Lead the collaborative development of a LSS staff wellbeing strategy.
 - Model the use of the staff wellbeing strategy.
 - Employ a Youth Engagement Officer.

- Resourcing**
- Staffing (Investing for Success) - Youth engagement officer
 - Staffing (Investing for Success) – TRS – releasing teachers for HIT meetings
 - Professional development – Third teacher

- Collaboratively develop a LSS Inclusion framework, including work with principal, cluster and regional support networks.
 - Use a range of differentiation practices to cater to student needs.
 - Provide appropriate adjustments for students.
 - Effectively record adjustments and supports for students in a universal and centralised place e.g. Oneschool.
- Teacher Aides can/will:
- Support students to access the curriculum.
 - Support teachers to use best practice pedagogy.
 - Support teacher to provide adjustments for students
 - Use best practice e.g. differentiated groups.
- Leadership team can/will:
- Lead the collaborative development of an Inclusion framework.
 - Contact cluster and regional supports for best practice and best practice pedagogy.
 - Support teachers to record adjustments for students.
 - Model the expectations of the LSS Inclusion Framework.

- Resourcing**
- Staffing (Investing for Success) – Teacher Aide to support students with multiple needs
 - Professional development – Inclusive Education
 - Professional development – Quality Adjustments
 - Professional development – Personalised Learning Plans
 - Staffing – TRS to relieve teachers to meet with regional support e.g. coaches
 - Regional pedagogy coach
 - Cluster HOSSES

- process. Monitor improvements in teaching practices and student outcomes.
- Establish and communicate clear timelines for classroom observations and feedback by the end of Semester 1, 2024. Ensure 100% compliance among teaching staff, and evaluate the success by improved teaching practices and student performance, as indicated by relevant data.

- Success criteria**
Behaviourally:
- Teachers can/will:
- Collaboratively develop a LSS observation process and timetable
 - Be involved in the collaborative decision-making process for the development of the Annual improvement plan each year.
 - Understand the SIA.
 - Understand the AIP.
 - Collaboratively develop a staff 'Learning wall' that aligns to priorities areas.
 - Provide feedback on the AIP as the year progresses (in staff meetings).
 - Use their knowledge of the Strategic plan, SIA and AIP to inform their unit planning and teaching.

- Teacher Aides can/will:
- Be involved in the collaborative decision-making process for the development of the Annual improvement plan each year.
 - Understand the SIA.
 - Understand the AIP.
 - Provide feedback on the AIP as the year progresses (in staff meetings).
 - Support teachers to deliver their units of work.
- Leadership team can/will:
- Lead the collaborative development of the school AIP each year
 - Refine the AIP to have a “sharp and narrow focus”.
 - Utilise SORD effectively to monitor school priority areas.
 - Collaboratively develop a staff 'Learning wall' that aligns to priorities areas.
 - Collaboratively develop an observation model with teachers.
 - With teachers, collaboratively agree to observation timeframes at the beginning of each term.

Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027
Developing	✓				Developing	✓				Developing	✓				Developing	✓			
Implementing		✓			Implementing		✓			Implementing		✓			Implementing		✓		
Embedding			✓		Embedding			✓		Embedding			✓		Embedding			✓	
Reviewing				✓	Reviewing				✓	Reviewing				✓	Reviewing				✓

Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal **P&C/School Council** **School Supervisor**

