

Lockrose 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 School Improvement Unit (SIU) at **Lockrose State School** from **25 to 26 March 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

Stephen Bobby

Internal reviewer, SIU (review chair)

Leah Mullane

Peer reviewer



1.2 School context

Location:	Zabel Road, Lockrose
Education region:	Darling Downs South West Region
Year opened:	1905
Year levels:	Prep to Year 6
Enrolment:	46
Indigenous enrolment percentage:	23 per cent
Students with disability enrolment percentage:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	904
Year principal appointed:	2003
Day 8 Staffing teacher full-time equivalent (FTE):	2.8
Significant partner schools:	Kentville State School
Significant community partnerships:	National Disability Insurance Scheme (NDIS), Family and Child Connect
Significant school programs:	Positive Behaviour for Learning (PBL), school chaplaincy program, The Lockrose Way teaching and learning programs.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three classroom teachers, four educational assistants, guidance officer, small schools Business Manager (BM), 11 parents and 25 students.

Community and business groups:

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

Partner schools and other educational providers:

- Kentville State School – Principal and Laidley State High School – Deputy Principal.

Government and departmental representatives:

- Member for Lockyer and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School pedagogical framework	School differentiation template
School Opinion Survey	Professional development plans
School newsletters and website	Assessment and Reporting Schedule 2019
The Lockrose Way - Reading	Responsible Behaviour Plan for Students
Staff Meeting 2019 minutes	The Lockrose Way - Writing
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The principal visibly leads the school's expectation that every student will learn and achieve positive outcomes.

Students articulate that the quality of relationships and trust between students and teachers is a positive aspect of the school's culture. Staff commit to building mutually respectful relationships with students and their families. They take pride in accepting, supporting and encouraging the learning and social and emotional development of students.

The principal and staff members have developed and support an inclusive culture at the school.

The school places a high priority on ensuring that classroom teachers identify and address the learning needs of all students. This is inspired by the strong belief in the importance of all teachers knowing their students. Teachers have an understanding and ownership of their responsibility for delivering learning to the full range of students within their classroom.

The school enacts the Responsible Behaviour Plan for Students (RBPS) through a Positive Behaviour for Learning (PBL) framework.

The RBPS that is currently undergoing review documents a commitment to student learning and wellbeing and outlines processes for managing student behaviour. The school's behaviour expectations are '*Be safe, Be respectful, Be responsible, Be a learner*'. Staff members, some parents and students identify a significant need to improve student behaviour and consistency of actions by all staff in applying PBL practices at the school. Conversations with staff members indicate the need for greater consistency of practice with the implementation of whole-school processes relating to behaviour management at the school.

The principal is the curriculum leader of the school.

The school has developed an explicit, coherent, and sequenced plan for delivery aligned to the Australian Curriculum (AC). This plan outlines the curriculum learning for classrooms across the year levels from Prep to Year 6 to make clear what and when teachers should teach and students should learn. Teachers use Curriculum into the Classroom (C2C) assessment tasks based on straight year level C2C units of work. Teachers adapt the Guide to Making Judgements (GTMJ) by varying the levels of difficulty incorporated within the achievement statements of the GTMJ to suit the multiple year levels within the class. Varying levels of reference to the AC achievement standards are articulated by teachers to guide these modifications.

Teachers indicate that they are currently planning and teaching units of work as outlined in the C2C resources.

Teaching staff members indicate that curriculum planning is predominantly undertaken individually in their own time, utilising their personal skills sets and ability. Some Professional Development (PD) is provided for teachers to build skills in curriculum planning and development, with pre-moderation of assessment tasks. This is supported and implemented within the cluster once a year. The principal indicates an opportunity to expand curriculum planning processes through the implementation of supported co-planning.

The principal has developed and is driving an Explicit Improvement Agenda (EIA) that is understood by all staff.

The principal is continuing to develop a range of resources to support the implementation of The Lockrose Way programs aligned to the EIA. A range of artefacts is developed to support teachers in creating classroom environments that assist student learning. Targets to measure the effectiveness of implementation of the EIA are established relating to improvements in the percentage of students who are able to achieve year level benchmarks in reading and National Assessment Program – Literacy and Numeracy (NAPLAN) National Minimum Standard (NMS) levels. Teachers indicate that they do not regularly refer to these targets to influence their work with the EIA. Further work is yet to be undertaken to ensure regular reference is made to ambitious targets for improving student performance in reading and high expectations are set for every student's success.

All staff members are able to discuss observation and feedback they have received as a regular part of their practice at the school.

The principal has developed an observation process that is linked to the EIA and the school's pedagogical framework. All staff, teachers and teacher aides, known locally as educational assistants, speak of participating in observation and feedback sessions with the principal. They identify these sessions as valuable to improving their classroom practices in delivering the school teaching and learning expectations. The principal models a commitment to professional learning through lesson observation practice involving an ongoing partnership with a cluster principal. The two principals create opportunities for visits to each other's schools to observe and provide feedback to each other and classroom teachers.

Teachers articulate that they particularly appreciate the support provided by the school's educational assistants.

Educational assistants are a highly valued human resource and are utilised across the school for a range of different roles. This includes support for classroom teachers in providing individual, group and whole-class support for student learning. Each classroom has access to an educational assistant for at least two sessions a day. Educational assistants express that they feel highly engaged in the school learning programs through the levels of professional learning they experience. Educational assistants are valued members of the teaching team.



2.2 Key improvement strategies

Ensure the whole-school approach for managing student behaviour enables consistent implementation of agreed strategies to support improved learning and behaviour.

Establish systematic Quality Assurance (QA) processes to ensure that all required AC content descriptions are taught and students are provided with opportunity to demonstrate the achievement standards at their year level.

Strengthen the school curriculum planning process through the intentional collaboration of key curriculum planning stakeholders and teaching staff to further guide teachers in the planning process.

Ensure there are authentic ways to measure student learning improvement by revisiting the success measures for the implementation of the EIA.