



# School Improvement Unit Report

## Lota State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Lota State School from 16 to 18 September 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

<b>Location:</b>	Richard Street, Lota
<b>Education region:</b>	Metropolitan
<b>The school opened in:</b>	1952
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	181
<b>Indigenous enrolments:</b>	4 per cent
<b>Students with disability enrolments:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1027
<b>Year principal appointed:</b>	Term 3 2015 (Acting)
<b>Number of teachers:</b>	14 Full-time equivalent
<b>Nearby schools:</b>	Manly West State School, Gumdale State School, Manly State School, Tingalpa State School, Wynnum State High School, Brisbane Bayside State College, Wondall Heights State School, Wynnum State School
<b>Significant community partnerships:</b>	Chaplaincy Program
<b>Unique school programs:</b>	Adventures Camp, Environmental Studies Club, Dance/Drama Club



### 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 Principals Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and leadership team
  - 14 class teachers and specialists
  - Five teacher aides
  - Guidance officer
  - Two administration officers, cleaner and groundsman
  - 20 students
  - School chaplain
  - Two Parent and Citizens' Association (P&C) representatives, 17 parents and tuckshop convenor
  - Cluster principals
  - Four early childhood providers
  - Local State Member – Joan Pease
  - Local Councillor – Peter Cummings

### 1.4 Review team

Lyal Giles	Internal reviewer, SIU (review chair)
Glenn Forbes	Peer reviewer
John Wessell	External reviewer



## 2. Executive summary

### 2.1 Key findings

- There is a strong, positive and supportive culture of learning evident within the school community.

The tone of the school is calm, positive, warm and friendly. There is a strong focus within the school on educating students to be active citizens. Parent engagement in learning is valued and encouraged by staff. Parents feel welcomed and respected. A strong focus of the school is providing a holistic education for students and the ability to engage and participate in an extensive range of extra-curricular activities run during lunch times or after school.

- The school places a strong priority on understanding and tracking individual progress through the use of data.

The school leadership team articulates a strategic view that student data is collected and analysed with the primary purpose of informing the teaching in classrooms. Student focus meetings are conducted, where teachers discuss with school leaders and colleagues actual progress of individual student progress as measured by the data collected. Each teacher is supported in their use of data through the provision of a class data box, which includes a class profile.

- The school has an explicit improvement agenda.

The leadership team are united in improving student outcomes for students. The school leadership team has developed and is driving a school improvement agenda. School documentation identifies several agendas for the school.

The school has been strategically developing the reading agenda for the past three years. Teachers and parents can describe the focus that the school has had on reading and the improvements that students have made in their reading levels.

- An effective and collegial coaching model designed around building teacher capacity is developing.

A curriculum coach has been employed within the school three days a week to support teachers in the implementation of key professional development opportunities, modelling and coaching linked to the school improvement agenda. Teachers acknowledge the quality learning outcomes being achieved school-wide. The observation and coaching has supported teachers in their development.



- A student focused model to differentiate and personalise learning is evident.

The leadership team commits staff to plan for differentiated teaching as a whole-of-school strategy to enable all students to progress their learning. School leaders facilitate differentiation planning meetings at the beginning of each term where teachers review the previous term differentiation plan and make the necessary adjustments to groups and strategies as determined by the most current data available. Some use of differentiated assessment is evident in making adjustments for Special Education Program (SEP) students.

- Contemporary research informs pedagogy and underpins decision making within the school.

There is clear evidence that contemporary research underpins much of the work the leadership team has undertaken to explore with staff the most effective teaching practices to improve student learning outcomes. Book studies are a regular agenda item at fortnightly staff meetings where school leaders facilitate discussion and reflection by staff as a means of establishing best practice models in classroom teaching practice. While all teachers are using aspects of Explicit Instruction, it is yet to be fully embedded across the school at this stage.

- The school has a whole-school curriculum plan, which delivers the Australian Curriculum.

The Curriculum into the Classroom (C2C) resource is the primary driver of curriculum delivery and is implemented without any localised or relevant adaptations. Curriculum intent and assessment meetings have been introduced by the principal to discuss the specific curriculum intent and associated assessment of each C2C unit.



## 2.2 Key improvement strategies

- Narrow and sharpen the improvement agenda to reflect the planned improvement focus to develop consistent whole school practice. Ensure that a narrow and sharp improvement agenda is communicated, and linked to clear targets and specific timelines.
- Build staff capability that enables all staff members to deliver quality consistent and systematic high-yield teaching strategies for all learners and especially more able learners.
- Commence a process to reform the whole-school curriculum plan achieving a balanced and locally responsive curriculum that provides a definitive overview of what and when to teach. Include strong processes to track curriculum delivery both vertically and horizontally throughout the school.
- Embed data conversations across the school. Extend the processes of data analysis so that teachers link individual student goal setting with school improvement targets.
- Build on the school culture to embed a culture of high expectations and student engagement within the school.
- Identify strategic and innovative practices to market the unique and quality opportunities provided by the school.