Lota State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Lota State School** from **13** to **17 June 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 Lead Principal 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Janet Tucker	Peer reviewer
John Enright	External reviewer

1.2 School context

Location:	Richard Street, Lota
Education region:	Metropolitan Region
Year opened:	1952
Year levels:	Prep to Year 6
Enrolment:	218
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	8 per cent - Including students awaiting verification
Index of Community Socio-Educational Advantage (ICSEA) value:	1044
Year principal appointed:	2019 – acting
Day 8 staffing teacher full-time equivalent (FTE):	10
Significant partner schools:	WMsea (Wynnum Manley State Education Alliance) Cluster: Gumdale State School, Manly State School, Manly West State School, Tingalpa State School, Wondall Heights State School, Wynnum State School, Wynnum West State School, Brisbane Bayside State College, Wynnum State High School; MELS Cluster: Mount Gravatt State School, Seville Road State School
Significant community partnerships:	Cicada Film Festival, Independent Grocers of Australia (IGA) Manly Village, Manly-Lota Returned and Services League of Australia (RSL) Sub Branch, Moreton Bay Environmental Education Centre, Police-Citizens Youth Club (PCYC) Bayside, Playgroup Queensland, Stephanie Alexander Kitchen Garden (SAKG) Foundation
Significant school programs:	Active School Travel (AST), Adventurers' Club, chaplaincy, choir, Eco Marines, extracurricular clubs including dance, Eisteddfod, Science, Technology, Engineering, Arts and Mathematics (STEAM), GRIP Leadership, instrumental music, Lota Learners, Maths Masterminds Challenge, peer support program, Premier's Reading Challenge, playgroup, Readers Cup, Rewards Day, SAKG, student council, Young Leaders, Young Writers

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), guidance officer, Business Manager (BM), administration officer, nine teachers, Special Education Program (SEP) teacher, five teacher aides, chaplain, 35 students, 17 parents, cleaner and schools officer – grounds.

Community and business groups:

- IGA manager.

Partner schools and other educational providers:

- Principal Moreton Bay Environmental Education Centre and Head of Department (HOD) – Junior Secondary Brisbane Bayside State College.

Government and departmental representatives:

- Office of Councillor for Wynnum Manly Ward, State Member for Lytton and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Writing implementation plan
School pedagogical framework	Student referral summary
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Teaching of Reading and Writing	Parent and Community Engagement Charter
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

The school leadership team has established a strong improvement agenda focused on writing that has been consolidated and refined over the four-year strategic planning cycle.

Staff clearly articulate school expectations for the teaching of writing and demonstrate a consistent approach across their classrooms. Successive principals and the Head of Curriculum (HOC) have researched best practice in writing and then reviewed and developed strategies and actions to embed high-yield practices across the school. Staff members are committed to the agenda and are able to discuss improved student learning outcomes as a result of their capacity to deliver these practices.

Staff of the school demonstrate the importance of positive and caring relationships.

The school values of *'Happy, Safe* and *Learning'* are apparent within the respectful relationships between members of the whole-school community. Parents speak highly of the positive relationships fostered between teachers and their child and the openness of teachers to discuss student success and concerns. There is an obvious sense of belonging of students, staff and parents, with many stakeholders speaking proudly of the school and the opportunities provided to support the learning and wellbeing of all community members.

In addition to writing, the school's Explicit Improvement Agenda (EIA) includes two other areas of focus.

These are developing student critical and creative thinking skills, and building a school coaching and feedback model. These agendas are in the emerging stage with research and discussion commencing. Timelines for implementation and targets in the EIA for student improvement are yet to be developed.

The leadership team works to facilitate a culture of collegiality and professional collaboration amongst staff.

Teachers acknowledge the openness of the leadership team in supporting them to access professional learning aligned to their interests and skill sets. The school is yet to develop formal opportunities and strategies to build the instructional leadership capacity of key staff members to support the implementation of the EIA.

The school utilises data to identify starting points for improvement and to monitor progress over time in writing.

Staff members are provided with Professional Development (PD) at staff meetings and moderation sessions to build their skills in analysing and interpreting data in relation to writing. Data conversations between individual teachers, the principal and HOC to discuss whole-class progress to develop goals and strategies for learning has commenced. Staff data literacy varies across the school.

The school places a high priority on supporting classroom teachers to identify and address the learning needs of individual students.

The school is continuing to develop a model for inclusion relating to students with disability and other students with diverse needs. Documented processes to implement and monitor Individual Curriculum Plans (ICP) and track progress for students with disability and other social priority groups at a school-wide level are yet to be developed.

School leaders recognise the importance of all staff identifying as lifelong learners and endeavour to create opportunities for teachers to work together and to learn from each other.

Opportunities currently occur through out-of-classroom discussion forums at staff meetings and cluster meetings. During the course of the writing implementation plan, staff members have engaged in forms of coaching, mentoring and feedback loops. These processes are under review and the principal is progressing discussions on a differentiated model for classroom-based learning including, coaching, mentoring and Watching Others Work (WOW).

The school has worked collaboratively with Mount Gravatt State School and Seville Road State School (MELS cluster) to map the Australian Curriculum (AC) and consolidate Curriculum into the Classroom (C2C) materials into a 'four unit a year' English curriculum plan.

The school curriculum is utilised as a basis for ongoing discussions regarding the best ways to maximise student learning and wellbeing. Teachers moderate writing samples during the collaborative planning sessions. Consideration of student English portfolios to determine Levels of Achievement (LOA) in English and other learning areas are yet to be incorporated into the moderation process.

The school has a long tradition of providing students with a wide range of extracurricular activities offered through lunchtime and before school clubs.

Teachers, teacher aides and parents volunteer their time to enrich school curriculum choices to support the learning and wellbeing of students. The school demonstrates the belief that extracurricular activities, clubs and peer support programs positively impact on student wellbeing.

School resources are aligned to school priority areas and applied to enhance the wellbeing and learning needs of students and staff members.

From the front gate to the back gate facilities are well maintained, attractive and conducive to indoor and outdoor learning opportunities. All staff, students and community members speak with pride of the facilities the school provides for students.

2.2 Key improvement strategies

Develop short and long-term targets for improvement accompanied by specific timelines for implementation that clearly communicate to all stakeholders the actions required to achieve school core objectives.

Develop formal opportunities and strategies to build the instructional leadership capacity of key staff to support the implementation of the EIA.

Develop and embed a school process for data discussions to support teachers to make targeted adjustments to their teaching practice in areas other than writing.

Review the school current model of inclusive education practices in order to support a whole-school aligned approach for students with disability and other students with diverse needs.

Collaboratively develop a differentiated model for classroom-based learning including, coaching, mentoring and WOW.

Expand moderation practices to support teachers to develop a consistent understanding of overall LOAs for English and other learning areas.