Lota State School

Executive summary

Queensland
Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Lota State School** from **28 February** to **2 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the _National School Improvement Tool_. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
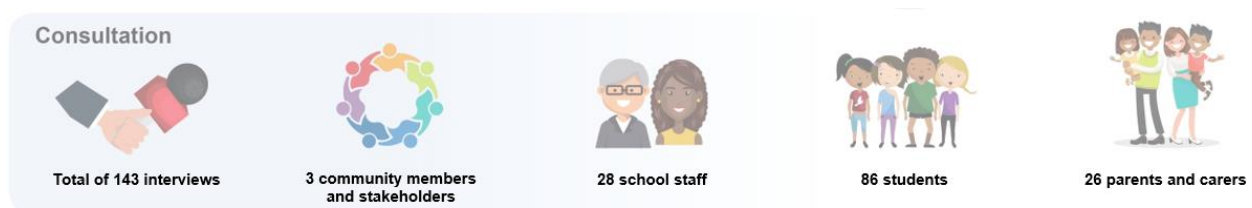
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Darren Sengstock	Internal reviewer, SRR (review chair)
Jade Anderson	Peer reviewer
John Enright	External reviewer

1.3 Contributing stakeholders

Consultation

Total of 143 interviews | 3 community members and stakeholders | 28 school staff | 86 students | 26 parents and carers

1.4 School Context

Indigenous land name:	Quandamooka
Education region:	Metropolitan South Region
Year levels:	Prep to Year 6
Enrolment:	234
Indigenous enrolment percentage:	2.6%
Students with disability percentage:	22%
Index of Community Socio-Educational Advantage (ICSEA) value:	1047

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **13** to **17 June 2019.** The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 1044 and the school enrolment was 218 with an Indigenous enrolment of 3% and a student with disability enrolment of 8%.

The key improvement strategies recommended in the review are listed below.

− 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. (Domain 1)

− Develop formal opportunities and strategies to build the instructional leadership capacity of key staff to support the implementation of the Explicit Improvement Agenda (EIA). (Domain 5)

− 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. (Domain 2)

− Review the school's 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. (Domain 7)

− Collaboratively develop a differentiated model for classroom-based learning including, coaching, mentoring and Watching Others Work (WOW). (Domain 5)

− Expand moderation practices to support teachers to develop a consistent understanding of overall Levels of Achievement (LOA) for English and other learning areas. (Domain 6)

2. Executive summary

2.1 Key affirmations

Leaders recognise that highly effective teaching is key to improving student outcomes.

Teachers create a welcoming learning environment within their classrooms in which students display samples of their work and celebrate their achievements. Leaders encourage the use of research-based teaching practices in classrooms to ensure every student is engaged and learning successfully. They are implementing strategies to support teachers in their journey of continuous professional improvement.

Parents appreciate the efforts of the principal and staff in supporting their child.

Interactions between staff, students, parents and families are warm, caring and inclusive. Parents consistently describe staff as dedicated professionals who care about each and every student. Teachers and leaders take personal and collective responsibility for improving student learning and wellbeing.

Buildings and grounds provide appealing flexible learning spaces for curricular and extracurricular activities.

Staff demonstrate a strong sense of community and promote an environment reflecting their belief that students are capable of successful learning. The built environment is welcoming for all staff, students, and parents with well-maintained grounds providing a range of outdoor learning opportunities.

Community leaders speak positively of staff, recognising high levels of parent and community confidence.

Parents acknowledge the efforts of staff members and the commitment to their child. Families are recognised as integral members of the school community. The efforts made by staff to keep parents informed of student learning programs and progress are greatly appreciated.

Teachers communicate the significant importance of providing the holistic development of all students.

Staff express a strong belief that all students are able to learn given the appropriate learning opportunities and support. The leadership team and staff are committed to maximising the engagement, wellbeing and learning of all students.

2.2 Key improvement strategies

Domain 5: An expert teaching team

Develop a culture of high academic expectations amongst staff to ensure all students, including those who are high-achieving, realise their potential.

Domain 1: An explicit improvement agenda

Collaboratively refine the Annual Implementation Plan (AIP) actions with clear targets and accompanying timelines to provide clarity of understanding and a united commitment to enacting strategies that address school priorities.

Domain 5: An expert teaching team

Implement collegial engagement processes including coaching and mentoring to foster continued professional learning and capability development in prioritised areas.

Domain 8: Effective pedagogical practices

Collaboratively develop a whole-school approach to pedagogy, in consideration of the learner, learning and curriculum and to enhance student engagement and lift academic achievement.

Domain 5: An expert teaching team

Prioritise opportunities for school leaders to strengthen their capability as instructional leaders to support implementation of the Explicit Improvement Agenda (EIA) and working collaboratively with staff to improve teacher practice.

Domain 7: Differentiated teaching and learning

Build knowledge and understanding of inclusive education as the foundation for the collaborative development of a school-wide approach to inclusion to drive the consistent implementation of evidence-based inclusive practices.