

Lakes Creek State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Lakes Creek State School** from **11 to 13 June 2018**.

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 consider 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.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Bert Barbe

Internal reviewer, SIU (review chair)

John Collins

Internal reviewer



1.2 School context

Location:	Paterson Street, Lakes Creek
Education region:	Central Queensland Region
Year opened:	1872
Year levels:	Prep to Year 6
Enrolment:	102
Indigenous enrolment percentage:	32 per cent
Students with disability enrolment percentage:	7.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	897
Year principal appointed:	July 2016 (acting)
Full-time equivalent staff:	6.6
Significant partner schools:	Mount Morgan Central State School, Berserker Street State School, Coowonga State School, North Rockhampton State High School
Significant community partnerships:	Nerimbera Football Club, Adopt-a-Cop, NRL development officer, Bunnings Warehouse Rockhampton, Rockhampton Methodist Wesleyan Church, Police-Citizens Youth Club (PCYC) Men's Shed
Significant school programs:	'The Lakes Creek Way' of reading, Positive Behaviour for Learning (PBL), Lexia Reading Core5, Stephanie Alexander Kitchen Garden (SAKG) program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five teachers, guidance officer, students with disability teacher, Business Manager (BM), five teacher aides, teacher aide/playgroup coordinator, chaplain, Community Education Councillor (CEC), part-time groundsman and 22 students.

Community and business groups:

- Parents and Citizens Association (P&C) president and treasurer, P&C member, four parents, Pastor Rockhampton Wesleyan Methodist Church, Officer - Regional Development, Rockhampton.

Partner schools and other educational providers:

- Principal of Mount Morgan Central State School, principal of Coowonga State School, Head of Special Education Services (HOSES) Berserker Street State School and Regional Principal Education Advisor – Australian Curriculum (PEA-AC).

Government and departmental representatives:

- Councillor Division 3 Rockhampton Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Responsible Behaviour Plan 2018
Investing for Success 2018	School newsletters and website
Headline Indicators (Term 1, 2018)	Explicit Improvement Agenda 2018
OneSchool	School Data Profile (Semester 1, 2018)
School improvement targets	School budget overview
School pedagogical framework 2018	Curriculum planning documents
School based curriculum, assessment and reporting plan	School Opinion Survey



2. Executive summary

2.1 Key findings

The principal has established and is driving a strong Explicit Improvement Agenda (EIA) for the school.

The EIA focuses on reading comprehension and phonics, Positive Behaviour for Learning (PBL) and support for students with physical disabilities, learning difficulties and verified students. Staff members are united and committed to improving learning outcomes for the full range of students. The EIA is known by staff members, students, parents and has been well communicated through newsletters, parades and Parents and Citizens' Association (P&C) meetings.

The principal and staff members maintain high expectations for student learning and wellbeing.

Explicit aspirational targets for improvement in the three areas of the EIA have been developed and published. Teachers and non-teaching staff members articulate their understanding of the importance of developing and maintaining positive and caring relationships with students. Parents report they find the school responsive to parent concerns and they appreciate the increased range of communication from the school including emailed newsletters, Facebook page and ClassDojo. The positive relationships that are cultivated by teaching staff members help create classrooms that are conducive to learning. Teaching staff members strive to engage, challenge and support all students to maximise learning opportunities and outcomes.

A coherent whole-school curriculum plan outlines how the school addresses curriculum, pedagogy, assessment and reporting.

Expectations regarding curriculum planning and pedagogical practices are established and communicated to teaching staff. Quality Assurance (QA) processes relating to the enactment of the intended curriculum by all teachers have yet to be collaboratively developed and implemented. The principal acknowledges that consistency in the implementation of Explicit Instruction (EI) processes across the school is yet to be apparent.

The principal views the development of staff members into an expert, coherent teaching team as essential to improving student learning.

Teachers express their commitment to improvement in their teaching, acquiring the knowledge and skills to promote improved student achievement levels. They identify an openness to observation and constructive feedback to guide their ongoing capability development. School expectations regarding the teaching of reading are clearly documented in the 'Lakes Creeks Way' reading guidelines. The principal undertook formal teacher observations of reading with written feedback in 2017 and some modelling of reading processes in classrooms during Term 1 this year. Systematic processes for coaching, observation and feedback to further develop staff member capability in priority areas are yet to be developed.



The principal encourages teachers to tailor teaching to identified levels of student readiness and need.

All staff members articulate their belief that while students are at different rates and stages of learning they are all capable of success if motivated, provided with appropriate learning sequences and timely support as required. All students with disability have an Individual Curriculum Plan (ICP) developed in consultation with parents. Some teachers identify they would like greater clarity regarding their role in the process, including reviewing, monitoring and reporting on ICP goals. The principal reports a working party is being formed to develop an ICP support document to assist teachers.

Staff members express their commitment to improving teaching and learning practices, particularly in the EIA priority areas.

Some staff members identify a lack of clarity regarding staff member roles, responsibilities and accountabilities in driving the EIA. Specialist support staff express a desire to collaboratively establish specific roles, responsibilities and accountabilities in support provisions for students with additional learning and wellbeing needs.

The school builds partnerships with families, local businesses and community organisations to extend learning opportunities, wellbeing and learning outcomes for students.

Parents speak highly of their partnership with the principal and staff members, citing strengthening communication practices between home and school, quick response to parental concerns raised, and a range of opportunities for them to be involved in the life of the school. There is a small, active Parents and Citizens' Association (P&C). Members of the P&C express a high level of satisfaction with the strength of the relationship with the principal and school staff members. The P&C undertakes a number of fundraising initiatives and sources grants to enhance school facilities and learning opportunities for students.



2.2 Key improvement strategies

Collaboratively develop and implement QA processes to ensure that the intended curriculum, the school's pedagogical framework and agreed teaching of reading processes are authentically enacted in all classrooms.

Implement systematic processes for coaching, observation and feedback to further develop staff member capability in priority areas.

Collaboratively develop, document and implement ICP processes, including referral, evidence gathering, verification and monitoring of timelines.

Collaboratively develop and publish roles, responsibilities and accountabilities for all stakeholders in driving the school's improvement agenda.