School Improvement Unit
Report

Lawnton State School
Executive Summary
1. Introduction

1.1 Background
This report is a product of a review carried out at Lawnton State School from 8 to 10 February 2016. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Todds Road, Lawnton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>North Coast Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1967</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>392</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>12 per cent</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>6 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>950</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2016 (acting)</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>16.25 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Bray Park State School, Petrie State School, Strathpine West State School, Strathpine State School, Pine Rivers Special School, Holy Spirit Catholic School, Genesis Christian College</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>The Benevolent Society, Shine Lawyers Strathpine, Pine Rivers PCYC, Rivers Baptist Church, Bray Park/Strathpine RSL, Moreton Bay Regional Council, Queensland University of Technology, Nexus Care, Institute for Urban Indigenous Health</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Team Up, Step by Step, Boys Club, Girls Group, Drumbeat, Indigenous Playgroup, Community Hub-Multiple Births, Playgroup &amp; Community Playgroup, Lunchtime Clubs, Travel Choices, Indigenous Dance Troupe, MATES Program</td>
</tr>
</tbody>
</table>
1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal (acting) and deputy principal (acting)
  - 21 class teachers and specialists
  - Learning Engagement Coordinator (LEC)
  - 10 teacher aides
  - 20 parents and 45 students
  - Business Services Manager (BSM) and two administration officers
  - Parent and Citizens’ Association (P&C), president and representatives
  - Guidance officer and the chaplain
  - One ancillary staff member and eight community representatives

1.4 Review team

Judy Dale                Internal reviewer, SIU (review chair)
Andrew Helton               Internal reviewer, SIU
Peter Cooper                    Internal reviewer, SIU
Ian Rathmell                  Internal reviewer, SIU
2. Executive summary

2.1 Key findings

- School leaders and staff members demonstrate a strong and optimistic commitment to the success of every student and school improvement.

There is evidence of a school-wide commitment to finding ways to improve on current student outcomes. The school leadership team has recently identified and documented three improvement priorities. These are: reading, data and differentiation. The school has developed a reading program. Roles and responsibilities of members of the leadership team are yet to be fully clarified and aligned to the school’s improvement agenda.

- There is a strong culture of belonging, the development of which has been a high priority in the school over a number of years.

The school has established a culture of high expectations in relation to behaviour and maintains a learning environment which is safe, respectful, tolerant and inclusive. Students and families have a high level of respect for and trust in the school and staff members. Community confidence in the school has led to increasing enrolments. This has presented challenges in the management of human, financial and physical resources across the school.

- The school has developed a range of curriculum planning documents and resources to assist teachers with curriculum planning and delivery.

The school draws from Curriculum into the Classroom (C2C) units of work as a basis for classroom curriculum delivery with associated assessment tasks. A number of teachers interviewed expressed a growing confidence in aligning curriculum delivery with the Australian Curriculum. A coherent, comprehensive curriculum plan inclusive of all key learning areas is not yet developed.

- There is a high level of commitment and enthusiasm from all staff members to improve student learning outcomes.

Teachers and teacher aides express an ongoing desire to improve their own teaching and focus on the knowledge and skills to align with the school’s improvement priorities. The school has implemented some processes to provide teachers with feedback in identified priority areas.
The school is seen as making a positive contribution to the local community by enriching the lives of students and their families.

The school leadership team has placed a high priority on establishing partnerships with a range of community organisations and businesses to benefit student learning and wellbeing. The partnerships established by the school are an integral part of the school culture and wider community. The school has worked strategically to understand the community which it serves and to establish relationships which build social capital within and beyond the school. The school has an active and enthusiastic P&C with a significant number of volunteers who support school initiatives.
2.2 Key improvement strategies

Refine the current improvement agenda to ensure a sharp, narrow and deep focus with achievable, measurable targets, timelines and resourcing.

Implement a consistent approach to the teaching of reading informed by the Australian Curriculum.

Develop and implement an explicit, coherent, sequenced plan for curriculum delivery aligned to the Australian Curriculum.

Provide frequent, systematic, formal feedback and professional development for staff members to build capacity aligned to the school’s improvement agenda.

Work collaboratively with regional personnel to develop a workforce plan aligned to the school’s improvement agenda.

Develop clear statements of roles and responsibilities for the leadership team and other staff members.