

Lockyer District State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Lockyer District State High School** from **3 to 6 November 2020**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Ross Robertson	Peer reviewer
Jo Soothill	Peer reviewer
Trevor Gordon	External reviewer



1.2 School context

Location:	William Street, Gatton	
Education region:	Darling Downs South West Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1145	
Indigenous enrolment percentage:	10 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	11.4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	941	
Year principal appointed:	2013	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 12 Heads of Department (HOD), guidance officer, Business Manager (BM), 50 teachers, four teacher aides, seven administration officers, three cleaners, two schools officers – grounds and facilities, School Based Police Officer (SBPO), Youth Support Coordinator (YSC), two tuckshop convenors, 53 students, 19 parents, president of Parents and Citizens' Association (P&C) and chair of school council.

Community and business groups:

- Chief executive officer Kitsunei, representative Beaurepaires Gatton, Manager Agricultural Requirements Gatton, representative Nolan's Transport, representative Cooks Transport and representative from Lockyer Engineering Pty Ltd.

Partner schools and other educational providers:

- Principal Mount Sylvia State School, principal Gatton State School and principal Lake Clarendon State School.

Government and departmental representatives:

- Mayor Lockyer Valley Regional Council, State Member for Lockyer and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School pedagogical framework
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May release 2020)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
Responsible Behaviour Plan for Students	School differentiation strategy
School data plan	School newsletters and website
School based curriculum, assessment and reporting plan (CARP)	School Opinion Survey



2. Executive summary

2.1 Key findings

Executive leaders are committed to maximising student learning outcomes through high levels of attendance, participation and a sense of belonging, in addition to maximising learning through enhanced teaching.

Staff members are dedicated to improving learning outcomes for all students. Teachers and leaders are appreciative of the principal's efforts for a sharp and narrow Explicit Improvement Agenda (EIA) and indicate this is contributing to sustainability of effort, consistency of routines, and embedded practice. Parents express appreciation for the professionalism and dedication of staff members.

The community displays a strong sense of pride in the school as the largest and oldest provider of public education to students aged 11 to 18 years in the Lockyer Valley.

Community members readily express the belief that 'This is a good school'. A high priority is placed on building and maintaining productive partnerships to enhance student learning and wellbeing through access to local industry, social and emotional support, and intellectual and physical resources not available within the school.

School leaders recognise that highly effective teaching is the key to improving student learning.

Leaders of the school are supporting staff to develop a consistent approach to teaching and learning. Teachers and leaders are committed to identifying, understanding and implementing enhanced pedagogy in the pursuit of best possible outcomes for students. The school has identified the development of effective pedagogical practices as a core part of the EIA.

School leaders are committed to providing an extensive and highly engaging curriculum for all students.

Systematic curriculum delivery is viewed as a key priority by school leaders. Curriculum programs for all subject areas are developed for Year 7 to Year 12. Most programs are aligned to the syllabus documents from the Australian Curriculum (AC), the Queensland Curriculum and Assessment Authority (QCAA) and nationally-recognised Vocational Education and Training (VET) programs. A common template is utilised for all assessment tasks, with criteria sheets developed for each piece of assessment. Curriculum leaders, teachers and students indicate that a more consistent approach to the development of criteria sheets will further support reliable moderation processes.



In keeping with the school's vision and motto, the principal and staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning.

School staff members work actively to establish an understanding of all student backgrounds and learning needs. Students articulate a sense that they are cared for and supported at the school. Staff members speak of the desire to provide supportive and encouraging learning environments whereby students experience learning success and a positive transition to a sustainable future. The school's established approach to junior secondary involves Lead Teachers (LT), core teacher and home rooms for all Years 7 and 8 classes. Leaders indicate that this targeted, team-based approach to staffing provides a focus on student needs and quality curriculum delivery. The philosophy underpinning these practices is yet to be clear for all staff.

The school has established clear strategies to promote appropriate behaviour through the school-wide implementation of Positive Behaviour for Learning (PBL).

These strategies include a behaviour expectations matrix, ongoing analysis of data, a weekly behaviour focus reinforced by lessons and classroom reminders, recognition and reward for positive behaviour and classroom artefacts promoting positive behaviour. Some teachers and students express a degree of dissatisfaction with repeated low level, disruptive behaviour of some students, particularly in junior secondary. They articulate that agreed behaviour processes are yet to be consistently implemented across the school.

School leaders articulate that every student is able to achieve high standards when provided with time and the appropriate support.

A whole-school approach to differentiation ensures a cohesive response to diverse learning needs and consistent practice in a culture of ongoing improvement. Setting high expectations, monitoring student progress, and supporting student learning with quality teaching are cornerstones of the school's approach. Teachers and support staff identify the three layers of support of differentiated teaching, focused teaching and intensive teaching. The school is committed to inclusion. Some staff identify a level of disconnect in embracing full inclusion.

The leadership team understands and prioritises the importance of developing the capability of teachers to improve student learning.

A comprehensive Professional Development (PD) plan documenting the priorities for training, target group, timeline, resourcing, and anticipated return on investment is developed. There is strong alignment between the planned PD and the school's key improvement priorities. Students and parents identify the commitment of teachers to the provision of high quality learning and personal support as one of the great strengths of the school.



School leaders identify that school-wide analysis and discussion of reliable student data is an essential component of school improvement.

School performance data is shared with staff members and school council meetings to identify areas for improvement and to celebrate success. Key performance targets have been set and communicated to the school community in relation to academic performance, attendance, behaviour and Year 12 outcomes. Data is utilised across the school to make informed decisions regarding the progress of students.

The principal adopts a strategic approach to the allocation of resources.

Priority is given to targeting human resources, funding and expertise towards school priorities and to meeting the learning and wellbeing needs of all students. School-wide policies and practices are established to assist in identifying and addressing student needs.



2.2 Key improvement strategies

Refine assessment procedures for Year 7 to Year 10, including consistent processes for the development of criteria sheets and the embedding of moderation procedures to ensure the reliability of Level of Achievement (LOA) decisions.

Review staff understanding of and commitment to the school's approach to junior secondary.

Quality assure the implementation of agreed behaviour practices and procedures across the school.

Strengthen school-wide understanding of and commitment to a culture of inclusion.