

Lake Clarendon State 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 **Lake Clarendon** from **19 to 21 May 2021**.

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

Laurelle Allen	Internal reviewer, EIB (review chair)
Clare Grant	External reviewer



1.2 School context

Location:	Lake Clarendon Road, Lake Clarendon	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	170	
Indigenous enrolment percentage:	11.1 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	20 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	984	
Year principal appointed:	2012	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two sector leaders, diverse learning teacher, data coach, guidance officer, Business Manager (BM), marketing officer, administration officer, six teachers, cleaner, schools officer, 19 parents and 23 students.

Community and business groups:

- Four Parents and Citizens' Association (P&C) members and school council member.

Partner schools and other educational providers:

- Lockyer District State High School principal and Science, Technology, Engineering, Arts and Mathematics (STEAM) coordinator.

Government and departmental representatives:

- Mayor of Lockyer Valley, State Member for Lockyer and ARD.

1.4 Supporting documentary evidence

Improvement Agenda (SIA) 2021	Strategic Plan Document 2018-2021
Investing for Success 2021	School Data Profile (Semesters 1 & 2, 2020)
Role descriptions 2021	School budget overview
OneSchool	School OneNote
Professional learning plan 2021	Differentiation planning checklist
2021 Target action plans	Wellbeing framework
School pedagogical framework	Student Code of Conduct
Data trackers	Collegial Engagement Framework
School Opinion Survey	GVC@LCSS
Charter of Expectations	RTI@LCSS
Proficiency Scale Development Checklist	Parent and Community Engagement Framework
Laker Operational and Organisational Plan (LOOP)	Explicit Improvement Plans (EIP) for English and mathematics
Honeycomb curriculum news, Leak staff newsletter, school newsletters, Facebook and website	Sample Performance Pacts, reports, Individual Curriculum Plans (ICP), Personalised Learning Plans (PLP)
Headline Indicators (October 2020 release)	



2. Executive summary

2.1 Key findings

The pursuit of excellence underpins the school ethos.

The school philosophy acknowledges that all children are able to achieve, that learning is a process of thinking and that learning and relationships 'go hand-in-hand'. The philosophy urges children to choose their attitude and commit to high standards through their Performance Pacts. Parents and community members indicate that the school retains a positive reputation for high expectations, respectful behaviours and positive learning outcomes.

The school actively cultivates a culture in which all students feel a sense of belonging.

The school has developed a common understanding of what each child must have in order to fully engage with learning. These include having friends at school, be able to work at their level, and experience mutual trust and respect with their teacher. A goal is that each child is able to name two adults who believe they will be successful. Students speak of long-term friendships and identify proudly that many of their parents attended the school.

High expectations and commitment to innovation inform strategic decision making.

The school consults research to inform a range of strategies adapted to address identified priorities. These priorities are progressed through the development of the School Improvement Agenda (SIA), Explicit Improvement Plans (EIP), and action plans to progress targets. Staff members are united in their commitment to improving student learning. Staff interpretations of the whole-school plan to target improvement and the implications for their daily work vary. Aligning strategic documentation and clarity of communication of a sharp and narrow improvement plan to enhance shared understanding and precision in implementation are emerging.

The school principal articulates a plan to foster distributive leadership.

The leadership team includes the principal, two sector leaders, a diverse learning teacher and a data coach. The principal articulates that the nine teachers are rotated into the sector leader position every two years. The team has developed a statement of roles for the four leaders, Business Manager (BM), administration officer, marketing officer, and guidance officer. The statement lists task responsibilities aligned to each position. The school is yet to engage in a collaborative process that explicitly identifies all staff members' accountabilities aligned to implementing the plan for whole-school improvement.



School curriculum planning documents are collated in a single comprehensive Laker Operational and Organisational Plan, locally referred to as the LOOP.

Teachers indicate that they refer to the LOOP for guidance in curriculum planning for their class year level. Teachers indicate that the Arts curriculum is frequently linked to whole-school events such as the annual art auction or end-of-year concert. The school currently adopts a range of methodologies to deliver learning area content. A growing awareness is apparent amongst leaders and teachers that a review and refinement of the current school curriculum is required to ensure the Australian Curriculum (AC) is delivered with fidelity whilst retaining the school's commitment to creative thinking and inquiry-based learning.

The school has designed alignment trackers for each year level.

These trackers align standardised and diagnostic test results to Levels of Achievement (LOA) for each year level. Teaching staff articulate a varied understanding of system expectations regarding assessment that informs reporting. Some teachers explain that the results from the scheduled diagnostic assessments inform the assigning of grades for reporting purposes. The application of marking guides to grade all learning area summative tasks to attribute end-of-semester LOA, is yet to be consistently applied across the school.

The Strategic Academic Intensive Learning Scheme (SAILS) is the school's signature excellence program.

The creation of this program has required consideration for classroom allocation, flexible seating, access to technology, and teacher staffing for four days per week. The school is yet to determine a methodology to gather qualitative and quantitative data to determine the impact of the SAILS program on student and parent satisfaction, enrolment growth, achievement levels in Year 7 and implications for home classes. Some school community members indicate that there is an opportunity to apply the inquiry cycle process to determine the impact of the range of programs and strategies implemented across the school.

The school is developing sophistication in the systematic collection of student achievement data.

A high priority is placed on identifying baseline data and the cyclic tracking of achievement data to inform decisions at a whole-school, sector, classroom and individual student level. A data coach is appointed to systematise the collating of data to facilitate analysis and interpretation. A locally developed 'evidence dashboard' is central to regular data discussions that inform the next steps in teaching and flexible resource allocation.

The school is strongly connected to its community.

Community feedback is highly positive, with all contributors providing unequivocal admiration for school staff and their work to improve outcomes for students and developing them to meet their future needs. Community members praise the school's high level of involvement in local events. Volunteers are enthusiastically welcomed and appreciated by students and staff members. The school's profile within the community is further developed through the appointment of a marketing officer tasked with enhancing outward communication channels.



2.2 Key improvement strategies

Refine the improvement agenda to a sharp and narrow focus to aid precision of implementation.

Collaboratively define and document the roles, responsibilities and accountabilities of all staff members aligned to the improvement agenda.

Collaboratively review the whole-school plan for curriculum delivery to ensure full coverage of the AC.

Review the school's approach to assessment and reporting to ensure LOA are determined using marking guides aligned to AC achievement standards across all eight learning areas.

Develop a process to measure the effectiveness of programs to achieve the planned outcomes, and for sustainability.