1. Introduction

1.1 Background

This report is a product of a review carried out at Lochington State School from 3 to 4 August, 2015. 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>Glenlee Road, Lochington</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland</td>
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<tr>
<td>The school opened in:</td>
<td>1961</td>
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<tr>
<td>Year levels:</td>
<td>Prep, Year 1, Year 2, Year 4 and Year 5</td>
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<tr>
<td>Current school enrolment:</td>
<td>7</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>14 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>14 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1000</td>
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<tr>
<td>Year principal appointed:</td>
<td>2014</td>
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<tr>
<td>Number of teachers:</td>
<td>3</td>
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<tr>
<td>Nearby schools:</td>
<td>Orion State School, Tresswell State School, Springsure State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Lochington community social club - shared facilities</td>
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<tr>
<td>Unique school programs:</td>
<td>Pre-prep class</td>
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1.3 Review methodology

The review was conducted by a team of two 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 two days
- interviews with staff, students, parents and community representatives, including:
  - Teaching principal
  - Teacher aides
  - Administration assistant
  - Students
  - Parents

1.4 Review team

Peter Tanzer Internal reviewer, SIU (review chair)

Rosemarie Hodder Peer reviewer
2. Executive summary

2.1 Key findings

- The improvement agenda for reading is well implemented with strong references to data-informed programs for all seven students.

  Individual support plans are used to track students’ performance and to inform the learning agenda. The plans express a commitment to high expectations and a strong learning improvement agenda. The school frameworks for writing and spelling are currently being developed.

- The school uses a range of assessment tools.

  Data from these instruments is used to assess student progress against clearly stated term targets for each individual student. There is clear evidence that data is collected and analysed on a regular basis. Some links between data sets and the instructional program are unclear.

- The school presents as an attractive environment that supports and encourages learning.

  There is a clear expectation that all students will learn and relationships between staff, students and parents are positive and supportive, with one hundred percent of parents assisting with the school’s reading program.

- The school has developed documented support plans designed to support the identified learning needs of each student.

  Student progress is monitored through the collection of data and the anecdotal observations of teaching staff. Some adjustments are made according to the learning needs of the students.

- The school teaching programs demonstrate a strong culture of collaboration and teamwork with all staff clearly focused on maximising student learning outcomes through the development of their professional knowledge and skills.

  Staff report that informal feedback is provided frequently and is responsible for the development of knowledge and skills that assist in the delivery of the teaching program. A previous pedagogical coaching program to assist with the implementation of Explicit instruction is positively referenced by staff.

- There is a documented curriculum plan using the multi-age Prep to Year 6 Curriculum into the Classroom documents.

  Each of the seven students currently attending the school is supported by an individual plan that is closely aligned to student’s data profiles and outlines the expectations for each student against the school improvement priorities.
2.2 Key improvement strategies

- Further develop the spelling and writing frameworks to better inform the processes being used to improve writing and spelling. Link school data sets to the spelling and writing agenda to better inform improvement strategies and to assist in monitoring improvements against stated targets and timelines.

- Develop data literacy of all staff involved in the collection and analysis of data, in particular, the skills required to enable a more informed approach to the modification of individual learning programs.

- Develop a professional learning plan for all staff and align this with elements of the school budget that are supporting school improvement priorities.

- Continue to develop formal feedback processes in the school around an agreed pedagogical framework. This will further develop staff knowledge and skills, particularly in relation to Explicit Instruction.