



School Improvement Unit Report

Lockyer District State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Lockyer District State High School from 26 to 28 April 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

Location:	100 William Street Gatton
Education region:	Darling Downs
The school opened in:	1961
Year levels:	Year 7 to Year 12
Current school enrolment:	1054
Indigenous enrolments:	8 per cent
Students with disability enrolments:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	953
Year principal appointed:	2014
Number of teachers:	85 (full-time equivalent)
Nearby schools:	Ropeley State School, Mount Sylvia State School, Mount. Whitestone State School, Lower Tent Hill State School, Murphy's Creek State School, Helidon State School, Grantham State School, Ma Ma Creek State School, Gatton State School, Lake Clarendon State School, Our Lady of Good Counsel School (Gatton), Peace Lutheran Primary School.
Significant community partnerships:	Lockyer Valley BEST (Bringing Employers and Schools Together) GenR8 SATs in the Transport and Logistics local industry. West Moreton Health Alliance, UQ Gatton (G-VEC) Rural Operations program.
Unique school programs:	nil



1.3 Review methodology

The review was conducted by a team of three 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, three deputy principals
 - 11 Heads of Department (HOD), Head of Special Education (HOSE)
 - Guidance officer, learning support teacher
 - 68 teachers and teacher aides
 - 38 students
 - Business Services Manager (BSM)
 - Three administration officers and ancillary staff
 - Parents and Citizens' Association (P&C) president, tuckshop convenor
 - 14 parents
 - One principal of partner primary school
 - Two community partner representatives

1.4 Review team

Karyn Hart	Internal reviewer, SIU (review chair)
Janelle Amos	Internal reviewer
Ken Rogers	External reviewer



2. Executive summary

2.1 Key findings

- The school has developed and is driving an explicit, detailed, narrow and sharp local school improvement agenda that is embraced by staff members and understood by the school community.

The key improvement agendas of literacy, numeracy and pedagogy are clearly described and are consistently and concertedly identified by staff members as driving their classroom practice.

- A number of new leadership and support roles have been created especially in the junior secondary area.

A clear line of sight in communication from the administration team and achieving goals has yet to be achieved in junior secondary.

- A whole-school data plan has been developed.

The data plan outlines responsibilities, processes and timelines for collection of a range of data including student performance, engagement and behaviour. Understanding of the data plan is yet to be developed.

- A strength of the school is the level of positive staff, student and parent relationships.

Students spoke highly of their teachers and the level of support provided to them. Parents appreciated the timely, regular home and school communication regarding attendance, student progress and any behaviour needs.

- Information and Communications Technologies (ICTs) are widely used in teaching and learning and all students are expected to have access to a suitable device.

The uptake rate of ICTs varies greatly between the junior and senior school.

- The classroom visitation and feedback process provides a vehicle to focus on and improve teacher pedagogy.

The school enjoys a strong culture of professional sharing within faculties and year level teams. Formal lesson observations with feedback are being undertaken by the faculty leadership team.

- School leaders have developed a whole-school approach to support student learning based on the belief that every student has the ability to learn and should be able to demonstrate progress in their learning.

Differentiating teaching to support higher order thinking in high performing students or provide them with challenge and extension are yet to be developed.



- Deliberate and strategic use is made of a wide range of business and community partnerships.

Each partnership has been established in response to an identified need and considerable effort goes into maintaining and nurturing these relationships.



2.2 Key improvement strategies

- Continue the implementation of the Explicit Improvement Agenda (EIA) as defined in the school's Annual Implementation Plan (AIP) and faculty improvement plan. Monitor progress towards these targets.
- Build a cohesive faculty leadership team by clarifying the roles, responsibilities, expectations and protocols for communication and professional behaviour.
- Continue to build data literacy capacities and provide opportunities for conversations within and across faculties led by the administration team.
- Investigate the practices and processes used in the junior and senior school to ascertain why there is a variance in take-up to ensure effective use of technology in classrooms.
- Explore opportunities to develop and expand the classroom visitation process and *Professional Learning Circles* (PLC) to embed the desired consistent practices. Develop observational protocols to give opportunities for teaching staff to observe each other and collaborate regarding teaching practice.
- Develop and implement curriculum options to ensure that all students in the junior secondary area, including high-achieving students, are engaged, challenged and extended.
- Ensure that differentiation strategies are developed to support the full range of learners' especially high achieving students
- Continue to monitor and develop management processes around the identified key partnerships to ensure the operation and delivery maintains robust student outcomes.