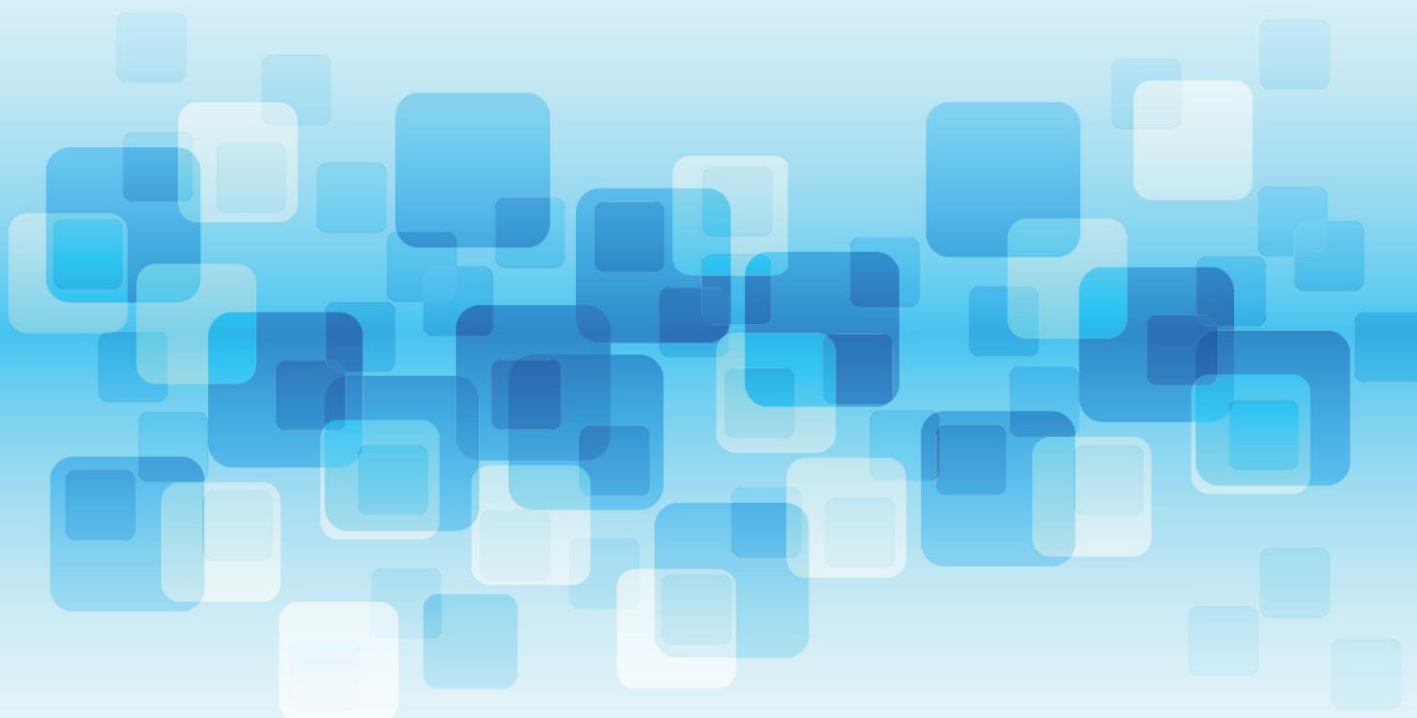




School Improvement Unit Report

Lowood State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Lowood State School from 15, 18 to 19 May, 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

Location:	Peace Street Lowood
Education region:	Metropolitan
The school opened in:	1881
Year levels:	Prep to Year 6
Current school enrolment:	318
Indigenous enrolments:	16 per cent
Students with disability enrolments:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	880
Year principal appointed:	2015
Number of teachers:	21
Nearby schools:	Fernvale State School, Mount Tarampa State School, Caminya State School, Glamorgan Vale State School, Lowood State High School
Significant community partnerships:	Stephanie Alexander Kitchen Garden Foundation
Unique school programs:	Peace Street Lowood



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
 - Deputy Principal, Head of Special Education Services (HOSES)
 - Literacy Coach, Speech Therapist and Guidance Officer
 - Business Services Manager (BSM)
 - 20 classroom and specialist teachers, three special education teachers
 - 15 teacher-aides
 - Eight student leaders
 - 14 parents
 - Community Members – Lowood Hub coordinator, State Member of Parliament
 - Lowood State High School principal, local kindergarten director

1.4 Review team

Esta Thiris	Internal reviewer, SIU (review chair)
Pat Murphy	Internal reviewer, SIU
Rob Gilbert	External reviewer



2. Executive summary

2.1 Key findings

- The tone of the school is positive and friendly and there is a focus on the promotion of engagement in purposeful, successful learning.

There is a positive feeling across the school community with the appointment of a new principal this year. Staff and parents believe that the school will improve and are positive as the school journeys forward. Students, teachers and parents speak well of the school.

- The school has developed an improvement agenda.

The school's priorities for 2015 include reading comprehension, behaviour, attendance and ways to use data. There is some evidence of targeted strategies, clear targets for improvement with accompanying timelines and clear monitoring aligned to these priorities. This agenda is yet to be embedded in school practice and drive the day-to-day work of teachers.

- A new leadership structure is in place.

At this time, leadership staff are yet to develop clear role and responsibility statements that are understood by all staff. The principal has indicated the need to establish clear responsibilities to support the day-to-day operation of the school.

- Staff expressed a desire for further communication to clarify their understanding and role in the improvement agenda.

School staff are optimistic and committed to ongoing school improvement. There is some awareness by staff of the school's priorities and how this agenda significantly influences the daily practice of teachers to enhance the successful operation of the school.

- School Wide Positive Behaviour Support (SWPBS) is the proactive strategy adopted by the school to support students' wellbeing and behaviour.

The school's rules – *Be respectful, Be responsible, Be safe and Be a learner* – are visible throughout the school and form the basis for student behaviour expectations. Students and staff recognise that the management of behaviour is a priority area. This program is yet to be consistently embedded across the school.

- The school has a curriculum plan which includes a number of overarching school-based curriculum programs and frameworks.

The school utilises Curriculum into the Classroom as the significant resource to deliver the Australian Curriculum. It provides direction for teachers to sequence learning within and across the school. While this is expected school practice, the curriculum plan is not consistently implemented across all classrooms.



- In 2014 the leadership team conducted some formal observations of teaching staff and provided feedback in regards to teaching practice.

Formal mentoring and coaching practices are yet to be established in 2015. Teachers consistently indicate that they are open to receiving feedback on their teaching through a formal school-wide process.



2.2 Key improvement strategies

- Ensure that a clearly articulated whole school improvement agenda is narrow and sharp and is accompanied by targets, timelines, appropriate resourcing and professional development for all school personnel.
- Strengthen the school's communication strategies to ensure that staff and parents have a clear understanding of the direction of the school and are able to influence the school's priorities and overall direction.
- Review and document the roles and responsibilities of school leaders and support team to ensure all members are instructional leaders. Clearly communicate the roles and responsibilities to all staff.
- Review the school's Responsible Behaviour Plan for Students and ensure the renewed plan is readily understood by all. Embed SWPBS to support and enhance student wellbeing, behaviour and learning.
- Collaboratively review the school's curriculum plan and overarching curriculum documents and frameworks. Ensure that the curriculum plan is aligned to the Australian Curriculum and the reference against which flexible delivery is designed, implemented and monitored.
- Continue to build a systematic whole school approach to developing teacher capacity.