

# Lakeland 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 **Lakeland State School** from **25 to 27 October 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). 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 Lead Principal 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

Sandra Perrett	Internal reviewer, EIB (review chair)
Jenny Worsley	Peer reviewer
Jeanette Megson	Peer reviewer



## 1.2 School context

<b>Location:</b>	Cnr Peninsula and Cooktown Development Roads, Lakeland	
<b>Education region:</b>	Far North Queensland Region	
<b>Year levels:</b>	Kindergarten to Year 6	
<b>Enrolment:</b>	15	
<b>Indigenous enrolment percentage:</b>	25 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	nil
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	981	
<b>Year principal appointed:</b>	Term 2, 2019	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, guidance officer, teacher, Business Manager (BM), three teacher aides, kindergarten educator, school chaplain, 14 students and nine parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C) and president of the Lakeland Progress Association.

Partner schools and other educational providers:

- Principal of Laura State School.

Government and departmental representatives:

- Lead Principal, early years State Delivered Kindergarten (SDK) Head of Department (HOD) and regional school sport officer.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2020/2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School pedagogical framework	School Online Reporting Dashboard (SORD)
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
Investing for Success 2021	Quality Improvement Plan
School based curriculum, assessment and reporting framework	Strategic Plan 2017-2020 and Strategic Plan 2021-2023



## 2. Executive summary

### 2.1 Key findings

**There is a collective staff focus on understanding each individual student, ensuring that the unique needs of students are responded to.**

The school is driven by a deep belief that every student can achieve success in their learning. The principal leads and models an unrelenting focus on doing the best they can for each individual student, providing the appropriate level of support, encouragement and challenge at the right time. Staff articulate the importance of positive and caring relationships to successful learning. Parents express appreciation for the dedication to their child, identifying many circumstances where the school has gone above and beyond to ensure their child is provided with the best opportunities to engage and experience success.

**The teaching team articulates the importance of providing children and students with experiences that are engaging and reflect the interests of students and children.**

Staff and students speak of a range of activities that provide authentic, real-life experiences, including the design and installation of trellises in the kitchen garden, successfully petitioning the Federal Member of Parliament for additional flag poles, and engaging with the chaplain to repair pumps and irrigation. Kindergarten activities are meaningful and locally contextualised to enhance engagement and bring the wider community into the school. Parents express appreciation of the school for the ways that they contextualise the learning and endeavour to include local history, agriculture and culture. Students identify that they most enjoy their learning when it is hands-on and relevant to real-life experiences.

**The school is continually reviewing and enhancing the plan for curriculum delivery.**

The principal articulates the importance of the three levels of planning, based on a two-year cycle. For most learning areas, the year or band plans provide an overview of the unit and assessments, and are followed by an overview of the Australian Curriculum (AC) achievement standards mapped against the identified units. The principal and second teacher develop the level three planning documents for the learning areas that they teach. Alignment between the achievement standards and sequence of learning for all year levels are yet to be documented in some unit plans.

**The principal and staff members work together to provide the best possible education to students and children.**

The principal articulates the importance of promoting a culture of inquiry and innovation. Students are exposed to a range of learning activities, including school-based activities aligned to learning areas and the opportunity to participate in online learning. Staff and students speak positively of a range of learning activities where they had agency in the work. The principal identifies the importance of continuing to develop inquiry-based learning opportunities to further enhance the engagement of students.



**The development of staff expertise in priority areas is recognised as a central component to improving learning outcomes.**

The teaching team expresses appreciation for the support provided by the principal in developing their skills and knowledge. The principal articulates that the school is reviewing the teaching of reading and writing. The teaching team identifies the need for further clarification of current approaches and how student learning outcomes will be measured. It is articulated that when the reading and writing teaching strategies are identified, further observations and collegial opportunities will contribute to staff expanding their knowledge and teaching practices.

**The principal and staff are united and committed to improving the learning outcomes for all students and children in the school.**

The Explicit Improvement Agenda (EIA) documents the 'what', 'how' and 'why' of the school's focus. The 'what' references the literacy demands of the AC, comprehension, vocabulary and cognitive verbs. The 'how' identifies Age-appropriate pedagogies (AAP), greater knowledge of the AC, differentiation and contextualised learning. The 'why' identifies student engagement and students successful and achieving to their full potential. A sharp and narrow EIA is yet to be developed.

**In line with the focus on each individual student and child, there is a strong focus on supporting every staff member to be the best that they can be.**

The principal personalises the support and encouragement provided to each staff member, speaking positively of their strengths and opportunities to grow further. This informs a range of decisions, including the level of guidance provided, the challenges given and the roles and duties of each staff member. Staff express appreciation of the opportunity to deepen their knowledge and engage with the full range of students and children, recognising that this is value adding to their skill set.

**The principal and staff highlight the importance of working in partnership with parents and the wider community to maximise learning outcomes for students.**

The school has an active Parents and Citizens' Association (P&C), some of whom are part of the Lakeland Progress Association and school staff. The three groups collaborate regularly, enhancing student opportunities through engagement in events and fundraising opportunities including catering for the Cardiac Challenge bike race and the local photography competition. The links between the groups contribute to a cohesive vision of the community's future and this is reflected in parent and community references to ongoing staffing, school facilities and solutions for future growth.



## 2.2 Key improvement strategies

Enhance the three levels of planning, ensuring that it reflects current systemic expectations, and aligns with and quality assures the delivery of all aspects of AC version 9.0.

Enhance the culture of inquiry and innovation, ensuring all students are provided with an age-appropriate range of learning experiences that support creativity and independence.

Build the capability of all staff to implement agreed approaches to the teaching of reading and writing, including the connection to curriculum, pedagogy and data analysis.

Review the EIA, developing a sharp and narrow agenda that supports all staff and families to engage and enact it, leading to embedded practice.