

Crescent Lagoon State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Crescent Lagoon State School** from **26 to 28 February 2020**.

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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Scott Curtis	Internal reviewer, SIU (review chair)
Veronica Geiger	Peer reviewer
David Hinton	External reviewer



1.2 School context

Location:	North Street Extended, West Rockhampton	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	458	
Indigenous enrolment percentage:	25 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	945	
Year principal appointed:	Term 2 2019	
Significant partner schools:	Rockhampton State High School	
Significant community partnerships:	Camp Australia, C&K (Childcare and Kindergarten) Kindergarten, Parents and Citizens' Association (P&C), Playgroup Queensland, Darumbal Enterprises, Bidgerdii – vision and hearing screening, Autism Queensland, Community Link – 42 Battalion	
Significant school programs:	Darumbal Language Program Prep – Year 2, Reading Knights, Achieving Results Through Indigenous Education (ARTIE) program. Chaplaincy, Rainbow Road, Life Stream, and Combined school Instrumental Program, Transition Program, Step into Prep, Well-Being program – Bounce Back, Deadly choices, Science, Technology, Engineering and Mathematics (STEM), Sporting Schools, Interschool sport – Years 5 and 6.	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), support teacher–students with disability, Support Teacher Literacy and Numeracy (STLaN), pedagogy coach, pedagogy coach–numeracy, guidance officer, two Business Managers (BM), administration officer, 21 teachers, seven teacher aides, Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS)/National Aborigines and Islanders Day Observance Committee (NAIDOC) coordinator, school chaplain, groundsman, ARTIE Indigenous support coordinator, Community Elder, 30 students and 33 parents.

Community and business groups:

- Camp Australia coordinator and swim school coordinator.

Partner schools and other educational providers:

- Rockhampton State High School Year 7 coordinator, director C&K Crescent Lagoon Community Kindergarten and Playgroup Queensland coordinator.

Government and departmental representatives:

- Deputy Mayor for Rockhampton Regional Council, State Member for Rockhampton and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017–2020
School budget overview	School Data Profile (Semester 1 2019)
OneSchool	Curriculum planning documents
Professional learning plan 2020	Teaching & Learning Handbook 2020
School improvement targets	School Opinion Survey
School pedagogical framework	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Curriculum, Assessment & reporting Plan 2020	Report card and NAPLAN update Semester 1 2019
Headline Indicators (October 2019 release)	



2. Executive summary

2.1 Key findings

Positive and caring relationships between students, staff and parents exemplify this welcoming school environment.

Parents consistently articulate that staff members are welcoming, approachable, supportive and exhibit great care and concern for all students. The staff focus on developing positive and caring relationships across the school community. There is a strong sense of belonging and pride within the school community with many parents reporting deep connections with the school and local area over multiple generations.

Parents of the school speak highly of the levels of care and support afforded to their child, academically, socially, emotionally, physically and culturally.

Parents articulate that they are able to approach all members of the teaching staff to discuss any concerns they may have. Parents specifically mention the principal as being highly caring and nurturing. The school strongly values its connection with key members of the Indigenous community. They have strong links with key local Indigenous Elders. A Darumbal Elder is delivering language lessons across the early years of schooling.

The leadership team is committed to supporting teachers to plan sequenced and coherent curriculum units.

The school's curriculum plan is drawn from the Australian Curriculum (AC) and utilises Curriculum into the Classroom (C2C) as a supporting resource. Teachers are expected to undertake collaborative planning across the school. The school has commenced the process of ensuring closer alignment of mathematics and English units to the AC. A Quality Assurance (QA) model to ensure the intended curriculum is aligned to the enacted curriculum is an emerging piece of work.

School leaders acknowledge the importance of creating a culture of continuous professional learning to build teaching expertise in the school.

The leadership team expresses the importance of attracting and retaining the best possible staff members and developing staff members' capabilities to maximise outcomes for all students. The school leadership is now focused on writing and numeracy identified in the Explicit Improvement Agenda (EIA). Some teachers have received coaching and mentoring from the school's numeracy and literacy pedagogical coaches. Some staff members express a desire to participate in more formal coaching in pedagogical practices aligned with authentic feedback processes to assist their Professional Development (PD).

There is a high level of commitment from staff members to improving student learning outcomes.

There is a detailed professional learning plan to support local and systemic priorities and includes regular PD sessions at staff member meetings and staff development day programs. Many staff members indicate they would welcome increased opportunities to meet formally in appropriate teams, units or cohorts to regularly plan, review, and moderate their curriculum delivery with support from the leadership team.

Staff members have a commitment to the school-wide collection and analysis of data.

The Diagnostic Assessment Schedule published within the Teaching and Learning Team Handbook – 2020 Edition prominently states for each year level the assessment tools, date to be collected, data storage location, purpose and school expectations regarding benchmarks or targets. The leadership team identifies an emerging piece of work is the opportunity for leaders and teams of teachers to undertake data conversations, linked to the EIA, as part of their responsibilities. Teachers articulate a desire to work within their collegial networks to collaboratively review data to inform the next steps.

The principal recognises that highly effective teaching and the development of high expectations for learning, engagement and attendance are key to improving student learning.

The school has a pedagogical framework based on Explicit Instruction (EI). Aspects of the framework are visible across the school and teachers speak confidently regarding their capability to apply EI. Staff members would welcome the opportunity to explore pedagogies that could provide a broader range of opportunities relating to students' engagement and challenge.

Staff members believe that although students are at different stages in their learning, all students are capable of learning successfully.

There is an expectation that teachers will plan for and deliver differentiated learning experiences for students. Current differentiation practices within the school are predominantly focused on structural differentiation. Some teachers are planning for differentiation in terms of content, process, product and environment when adapting learning experiences. Teachers report the need to further build their capability to plan and deliver differentiated learning experiences for the range of learners in their classrooms.

The school leadership team is driving the school's expectation that every student can learn and achieve.

This expectation is articulated by parents, staff members and students. The school's shared vision of '*Learning, Relationships, Diversity*' aspires for all students to achieve success as clever, skilled and creative people. The school aims to maintain a learning environment that is safe, respectful, and inclusive.



Parents and families are viewed as integral members of the school community and are offered opportunities to be involved in a range of events.

Parents feel they are well informed regarding their child's progress and are provided with regular reports and meetings regarding their child's learning. Parents additionally value the fact that they can discuss any issues openly with staff members. Parents appreciate the opportunities that are designed to enhance their understanding of their child's education and to celebrate their successes.



2.2 Key improvement strategies

Design and implement a QA process to ensure the planned curriculum is being enacted in all classrooms.

Collaboratively develop a collegial engagement framework to build the professional capability of all staff.

Develop processes and opportunities for staff to work collaboratively in teams to share best practice and build a collective understanding of the school's expectations in delivering priorities.

Provide time and support for teachers and school leaders to collaboratively interrogate systemic and school-based achievement data aligned to the EIA to inform continuous improvement for student outcomes.

Collaboratively define with staff and enact across the school the next high-yield pedagogical practices that promote deep learning and set high expectations for every student.

Provide professional learning opportunities for staff to refine their understanding and skills of differentiation processes around learning environment, process, product and content for the full range of students in their classrooms, including high achieving students.