



School Improvement Unit Report

Crescent Lagoon State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Crescent Lagoon State School from 8 to 10 February, 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:	North Street Extended, West Rockhampton
Education region:	Central Queensland Region
The school opened in:	July 1896
Year levels:	Prep to Year 6
Current school enrolment:	368
Indigenous enrolments:	21 per cent
Students with disability enrolments:	5.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	945
Year principal appointed:	January 2012
Number of teachers:	19.8 (full-time equivalent)
Nearby schools:	Allenstown State School, Port Curtis Road State School, Rockhampton Special School, Rockhampton State High School, The Hall State School
Significant community partnerships:	Darumbal Corporation, Central Queensland Indigenous Development Corporation, Camp Australia, Puddles of Fun, Queensland Crèche and Kindergarten Crescent Lagoon, Central Queensland University, Central Queensland Numeracy Alliance, Rockhampton Grammar School
Unique school programs:	The Thursday Club, Darumbal Language lessons, choirs



1.3 Review methodology

The review was conducted by a team of four 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 and deputy principal
 - Head of Curriculum (HOC)
 - Support Teacher Literacy and Numeracy (STLaN)
 - 18 classroom teachers
 - Special Education Program (SEP) teacher and teacher aides
 - Teacher librarian and health and physical education teacher
 - Business Services Manager (BSM) and administration officers
 - Four student leaders and 20 students
 - Parents and Citizens' Association (P&C) President and 10 parents
 - Principal from Rockhampton State High School
 - Teacher aides, tuckshop convenor, parent volunteers, school facility officer, school cleaners
 - Director, Crescent Lagoon Crèche and Kindergarten (C&K) Centre
 - Director, Camp Australia Outside School Hours Care – Crescent Lagoon State School
 - Guidance officer

1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Stephen Bobby	Internal reviewer
Lee Gerchow	Internal reviewer
Jennifer Hart	Internal reviewer



2. Executive summary

2.1 Key findings

- The tone of the school is respectful, positive and happy.

Positive relationships are evident throughout the school. Staff members speak with pride and ownership of the school and describe a culture of respect, *Yadaba*, collegiality and mutual support. It is evident that the school values its links to the local Indigenous community, the Darumbal people.

- Students, parents and staff speak about the school's safe and supportive *Cresso Family* environment with pride.

Consistent expectations for appropriate classroom behaviour are displayed in most classrooms. The key school rules, *Be Respectful, Be Safe, Be Responsible and Be a Learner* are referred to at assemblies and in the school newsletters.

- There is a commitment by the school staff and community to improve the learning outcomes of all students.

The school leadership team outlined an explicit improvement agenda consisting of numeracy, writing, reading, attendance and behaviour. The explicit improvement agenda does not appear to have been developed through an extensive consultation process.

- School leaders are explicit about their desire to develop consistency in effective teaching throughout the school.

A documented process for observing teacher practice and providing feedback is evident in the school. Systematic observations and feedback regarding explicit instruction practices occurred in 2015. This process has not yet commenced this year.

- The school has a pedagogical framework. This framework is currently unclear and has limited impact on classroom instruction.

The current pedagogical documents articulate a broad range of models. Explicit instruction is being implemented in some classrooms with varying degrees of expertise. The school leadership team has yet to identify a signature school-wide pedagogy. A whole-school approach for the teaching of reading is not yet developed.

- The school provides a safe, respectful and caring learning environment.

Clear processes are in place for promptly managing behaviour. The leadership team and staff use '*Cresso Crocs*' as a means of positive rewards which are valued by students.



- School leaders are committed to the school-wide collection of student academic and attendance data.

The school has developed and implemented the *Curriculum, Assessment and Reporting Plan 2016*, incorporating a *Diagnostic Assessment Schedule*. A range of student achievement data is collected including numeracy diagnostic testing, PM Benchmark, running records and *Sound Waves*. A shared understanding of the purpose for the collection of data is not yet developed. There is limited evidence that data is systematically analysed and used to inform teaching practice.



2.2 Key improvement strategies

Consult with all stakeholders to narrow and sharpen the school's improvement agenda.

Narrow and sharpen the range of pedagogical practices framework ensuring that the signature pedagogy of the school is clearly articulated.

Implement a consistent whole-school approach for the teaching of reading.

Review the collection, storage and use of school data aligned with the school's explicit improvement agenda.

Build staff capacity to analyse data to identify starting points for improvement, monitor improvement over time and inform daily teaching.