Leichhardt State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	PO Box 3096 West Ipswich 4305
Phone	(07) 3813 3222
Fax	(07) 3813 3200
Email	principal@leichhardtss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Tina Solas- Principal

School overview

At Leichhardt State School we work on the motto: 'Every Classroom, Every Child, Quality Purposeful Learning, Every Moment of Every Day'.   Successful students from Leichhardt State School will utilise their diverse learning styles, in an efficient and competent manner, which clearly demonstrates that they can be self-motivated, independent learners who, within their ability levels, have the capacity to draw on the educational foundations the school has provided to enable them to become effective, functioning citizens in any society that confronts them in their future lives.

Leichhardt State School offers many distinctive curriculum and extra-curricular offerings to foster the growth and learning of students in the 21st Century. We provide learning programs designed each year around the needs of individuals, a state-of-the-art computer lab, a specialist artist-in-residence and master arts program for gifted and talented children and a comprehensive transition program in partnership with Ipswich State High School and Bremer State High School. Leichhardt State School also provides a transiton program for students commencing Prep the following year.   This program will be further enhanced through our successful application to participate in the Strong Start program.

We also provide a strong focus on pastoral care with programs such as breakfast club, Chaplain Student Welfare Officer and Indigenous Community Liaison Officer. We have School wide Positive Behaviour Support linked to our school values. Our Values are enacted in all that we do and are reinforced daily in class and in action.

- *Gratitude for community and self,*
- *Respect for learning and each other,*
- *Teamwork and Perseverance.*

As a school representative of our community we strive to build relationships to better serve our community. Our dedicated staff maintain the highest degree of professionalism and are committed to achieving the highest learning outcomes for all students.

School progress towards its goals in 2018

Reading - Induct, expect and inspect the Big 6 Reading Framework

At Leichhardt State School we have a consistent and informed approach to delivering the Big 6 Reading Framework that sits within the Leichhardt State School's reading framework.
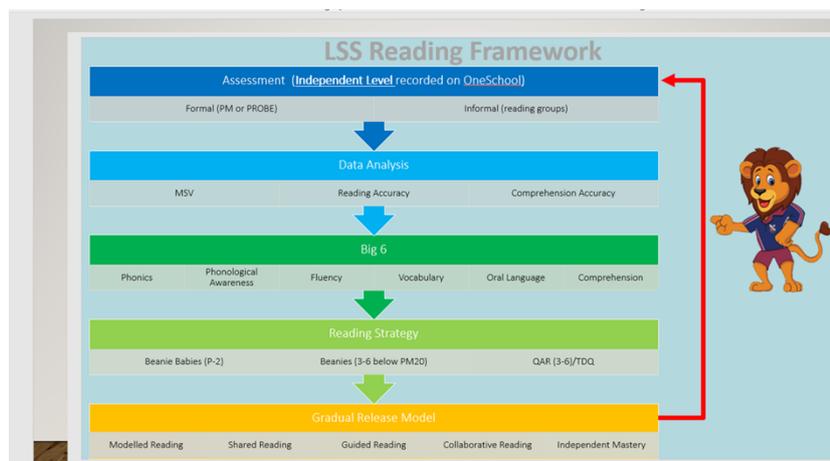
While all staff have been inducted in the Leichhardt State School's Reading Framework, with the high staff turnover, consolidation of the Reading Framework for new staff is still in progress.

Teachers in the Junior School analyse students' reading and oral language data to monitor the consistent implementation of and progress around the Big 6 elements.

Teachers at Leichhardt State School update reading data on Oneschool at the end of every term and identify students who have not progressed. Teachers use data collected (PM, sight words, letter sound results, oral language) to identify case management priorities.

Student data books/sheets continue to be refined for student goal setting. Data books/sheets are used at Speak Dates to provide feedback to parents regarding their child's reading achievements, reading goal, attendance and behaviour and the strategies their child is using to improve each of these areas.

Mentoring of new and beginning teachers in the Senior School has assisted the consolidation and application of the school's reading framework.

Explicit coherent plan for curriculum delivery

Teachers consistently plan, deliver, review and track student progress within the English Curriculum. Administration of a pre-assessment task ensures teachers have a clear understanding of students' knowledge prior to planning the unit.

Teachers understand the alignment between the achievement standard, guide to making judgement and assessment. Teachers use backward mapping to plan the English Unit.

Bump it up walls continue to be used in the Junior School. Previously the Junior School HOC developed Bump It Up Walls for the Junior School teachers, but now these teachers are more confident in developing their own Bump It Walls to reflect student friendly indicators of success.

In the P-3 cohort student friendly indicator of success images are consistently used. These images are linked to the School's mascot and are meaningful to the students.

In Junior school warmups WALT, WILF and TIB are consistently modelled and used.

We continue to consolidate our whole school approach to moderation. In planning sessions, teachers have access to HOCs (Junior and Senior School) to align curriculum, pedagogy and assessment.

We continue to moderate English unit assessment samples with a partner school (Riverview State School). Initially teachers completed moderation on the same unit of work. However, teachers are now confident in moderating different units of work using the achievement standard and GTMJ as the point of truth.

Prior to moderation with Riverview, in house moderation is completed. In house moderation provides the opportunity for moderation across curriculum, pedagogy, assessment and reporting. It also provides an informal case management opportunity where teachers can discuss next steps in learning for students.

At the end of each English Unit, A-E moderated samples are collected, scanned and saved on onedrive to be used as a reference for planning the following year.

Teacher are asked to reflect on the completed unit and asked for recommendations on how the unit could be improved. These recommendations are then saved with the unit.

Issues identified: Planning sessions with PEAC's HOCs and DPs across schools ceased at the end of 2017.

The tracking of student progress on GTMJ's across the term (beginning middle and end) has ceased as teachers reported being overwhelmed by the amount of assessment and recording of data.

The scanning and saving of other learning area samples has not been undertaken as of yet.

Future outlook

Our target areas remain Reading- the Big 6 Reading Framework, and Whole of Curriculum Delivery by 2020 and the most effective Pedagogy to achieve it. We still need to focus on Positive Behaviour for Learning. We will do this by targeting the following areas.

Reading – induct, expect and inspect the Big 6 Reading Framework

- Use of Data to monitor student progress against Metro Reading Targets. Case management strategies implemented for students not achieving goals. This will be done through a Reading Intervention Focus for all students at level.
- Continue to refine the use of data to for individual goal setting and feedback. Children in their classroom in consultation with their teacher will set goals for English, Maths & PBL.

- Develop Staff knowledge and practice in the use of Robust Vocabulary to support oral language development and comprehension

Explicit Coherent Plan for Curriculum Delivery

- Planning sessions will be scheduled each term having teachers working with HOCs and DP across schools to deepen understanding 'What are we teaching?" and monitoring "how are we going?"
- We will continue the moderation of English units with other like schools and see if we can expand and value add to the process.
- Develop the use of Bump it up walls, WALT/WILF/TIB that include student friendly indicators of success. Use learning walks by all staff to share walls and learning intentions.
- Continue to track units in English and begin to develop units for other LA's. Ensure exemplars are collected for the future and stored in a shared drive. Allow reflection and time for "how can we improve?"

Positive Behaviour for Learning

- PBL team will expand their function to complete a cycle of inquiry using data, and tracking outcomes.
- We will continue with a lesson per fortnight on expected behaviour based around Values. 2019 will see the introduction of Zones of Regulation and other Trauma informed practices.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	275	323	346
Girls	128	150	160
Boys	147	173	186
Indigenous	87	100	95
Enrolment continuity (Feb. – Nov.)	85%	81%	82%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018, Leichhardt State School's population of 346 students consists of 27% indigenous students and 8% identified with a disability (EAP students with disability). Less than 7% of school population is made up of students from cultures outside of Australia, with fewer than 4% of them for whom English is an Additional Language or Dialect.

Leichardt's school community supports a wide range of community members. As a school identified with a low socio-economic status (SES) it encompasses many families with single parent or assisted incomes. We strive to support families with a low SES background, by encouraging increased involvement in the school life of their children.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	20	22
Year 4 – Year 6	24	20	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery
Learning programs are designed each year around the needs of individuals and cohort dynamic to meet the developmental requirements of students in the Early Phase and Middle Phase of Learning. Great care is taken around the provision of specialised programs for students with disabilities, learning difficulties, speech language difficulties and the gifted & talented. Interactive televisions are used in all teaching spaces.
Focus on sport and community partnerships including Perceptual Motor Program for junior classes and Yubba Time in Years 3-6.
Differentiation is clearly defined in Literacy and Numeracy lessons. Children are grouped according to needs. Explicit Teaching practices are evidenced across the school, with mandated Warm Ups for Literacy and Vocabulary in every class.
Co-curricular Activities
At Leichhardt State School we continue to develop 'Yubba Time'. This is a structured play time that runs four days per week from 2 pm until 2.40pm at the end of the school day. This is our second lunch break. All Year 3-6 students take part. Students are offered a range of high interest activities which are run by staff and community groups. On offer in 2018:
- Sports – netball, basketball, soccer, touch, rugby league, skipping
- Art and Craft – art lessons from our resident artist, craft includes card making, knitting and origami
- Games- board games, computers and chess.
- Environmental teams and gardening
- Language groups – German, Readers Cup and Poetry
- Buddies (students assisting in Prep) and Student Council
- ICT- coding club using GROK learning
- Music- Choir, ukulele, guitar, recorder

How Information and Communication Technologies are used to Assist Learning
Networked modern computers are located in the technology hub as well as in mini-labs shared between general learning areas. 2018 saw the consolidation of ICT and a review of needs to continue the AC General ICT Capability. Plans are in place, so that in 2019 a bank of 30 laptops and charging trolley will be purchased for senior classes as a mobile computing lab, allowing more availability for the junior school to access the main lab. In 2018,10 iPads are in use throughout the junior school. These devices are being used to support differentiation and address the Australian Curriculum's General ICT Capability. In 2017 all classrooms were update from Interactive Whiteboards to interactive televisions.

Social climate

Overview

Leichhardt State School provides a nurturing and caring environment using the 'Like Heart' theme. Several activities and services are evident in the school providing support for students and families:
• Full-time Well-Being Officer
• Team of teachers appointed to Well-Being Team to embed Positive Behaviours within the school
• PBL team working on Tier 1 universal supports
• Part time Chaplain
• Indigenous Liaison Worker
• Breakfast provided by 'Lion's Den' everyday
• Student Council actively supporting charities and school events
• Student Leadership and Buddy practices between seniors and Prep students
• Acknowledgement of Country at every parade and event by Cultural Leaders
• Social Emotional Learning program in partnership with Pathways to Resilience

- Partnership with Leichhardt Baptist Church and reading to children program
- Parent and Community involvement in the Abecedarian (3a) project
- Participation in the Leichhardt Early Development Project (LED) building supportive network for families of Pre-schoolers

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	83%	86%	71%
• this is a good school (S2035)	83%	86%	82%
• their child likes being at this school* (S2001)	92%	100%	88%
• their child feels safe at this school* (S2002)	83%	93%	76%
• their child's learning needs are being met at this school* (S2003)	75%	93%	82%
• their child is making good progress at this school* (S2004)	83%	86%	71%
• teachers at this school expect their child to do his or her best* (S2005)	73%	86%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	86%	94%
• teachers at this school motivate their child to learn* (S2007)	83%	86%	88%
• teachers at this school treat students fairly* (S2008)	92%	79%	75%
• they can talk to their child's teachers about their concerns* (S2009)	100%	86%	94%
• this school works with them to support their child's learning* (S2010)	83%	86%	88%
• this school takes parents' opinions seriously* (S2011)	80%	85%	81%
• student behaviour is well managed at this school* (S2012)	75%	79%	53%
• this school looks for ways to improve* (S2013)	83%	86%	75%
• this school is well maintained* (S2014)	75%	79%	65%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	96%	97%
• they like being at their school* (S2036)	91%	96%	88%
• they feel safe at their school* (S2037)	92%	97%	91%
• their teachers motivate them to learn* (S2038)	96%	95%	99%
• their teachers expect them to do their best* (S2039)	92%	97%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	99%
• teachers treat students fairly at their school* (S2041)	88%	95%	92%
• they can talk to their teachers about their concerns* (S2042)	89%	92%	92%
• their school takes students' opinions seriously* (S2043)	90%	91%	89%
• student behaviour is well managed at their school* (S2044)	80%	77%	83%
• their school looks for ways to improve* (S2045)	94%	95%	98%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	91%	93%	93%
• their school gives them opportunities to do interesting things* (S2047)	94%	93%	99%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	84%	95%	100%
• they receive useful feedback about their work at their school (S2071)	92%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	85%
• students are encouraged to do their best at their school (S2072)	92%	95%	100%
• students are treated fairly at their school (S2073)	88%	95%	100%
• student behaviour is well managed at their school (S2074)	92%	90%	90%
• staff are well supported at their school (S2075)	96%	95%	93%
• their school takes staff opinions seriously (S2076)	96%	85%	96%
• their school looks for ways to improve (S2077)	100%	90%	97%
• their school is well maintained (S2078)	96%	95%	93%
• their school gives them opportunities to do interesting things (S2079)	88%	86%	93%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The school has worked closely with the community and agencies with a project called the Leichhardt Early Development Project (LED). This project has led to training in the Abecedarian Approach which assists families in engaging their child in relationship and early language acquisition activities. Local council, community centre and Mission Australia have supported us through the employment of an Early Years Engagement Officer building and supporting the playgroups in the Leichhardt area. Other activities are:
- Our active P&C and Tuck shop running Mother's and Father's Day stall and raffles
- St Edmund's College afterschool homework club
- Community Launch of the PBL program with introduction of Leo as the school mascot with a colour run
- Ipswich Hospital Walking Before School program
- Ipswich City Council Walking School Bus
- Leichhardt Baptist Church members reading to students
- Speak Dates for parents to learn about student learning

Respectful relationships education programs

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School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	112	100	163
Long suspensions – 11 to 20 days	2	5	3
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from school's annual utilities and is reliant on the accuracy of these returns
- Solar panels installed on one building.
- Blinds installed across the school to reduce glare/heat.
- Rainwater tanks installed on some buildings.
- Gardening groups and Environment Yubba Time groups incorporate edible gardens

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	101,129	90,125	86,001
Water (kL)	410	491	284

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the _My School_ website at.

How to access our income details

1. Click on the _My School_ link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	24	26	<5
Full-time equivalents	22	16	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	5
Graduate Diploma etc.*	3
Bachelor degree	16
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $26, 807.63

The major professional development initiatives are as follows:

- Journey to the Island of Calm (Senior)/Kaleidoscope (Junior) - a social and emotional program to support students with Trauma backgrounds.
- Positive behaviour for learning – 8 effective practices training
- Teach like a Champion
- BeginningTeachers Training
- Wise Solutions

- Magic Words
- First Aide training for staff in CPR
- EQ Pillar Days for Curriculum Support
- Purchasing training
- Intelligent Leaders Project to support development of Leadership Team
- QASSP activities

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	86%	85%	83%
Attendance rate for Indigenous** students at this school	82%	83%	78%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school
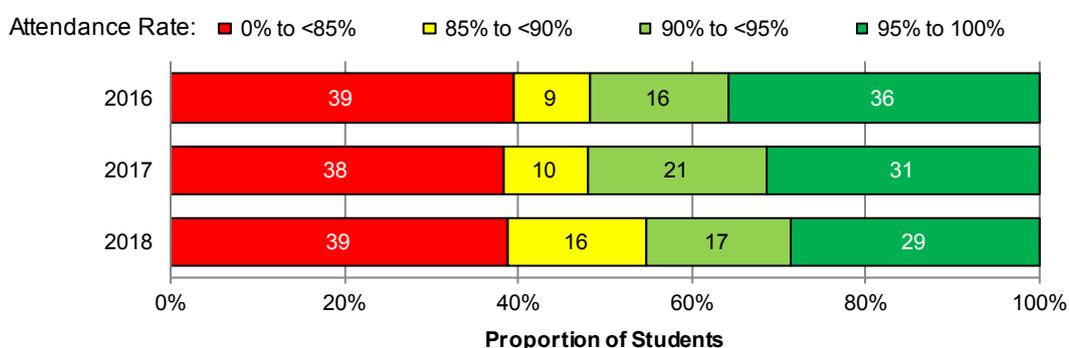
Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	84%	86%	87%		Year 7			
Year 1	85%	86%	79%		Year 8			
Year 2	86%	87%	84%		Year 9			
Year 3	87%	85%	83%		Year 10			
Year 4	88%	86%	82%		Year 11			
Year 5	87%	84%	82%		Year 12			
Year 6	84%	85%	83%					

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	39	9	16	36
2017	38	10	21	31
2018	39	16	17	29

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

Leichhardt State School rolls are marked twice daily. Absences are followed up daily with a SMS system. Sustained and unexplained absences are followed up with phone calls, letters and sometimes home visits by administration.

We support attendance in the following ways:
- Students who are at school on time everyday are rewarded through the class dojo system.
- Students receive rewards and levels of attendance and behaviour are monitored and recorded.
- The mantra "At school, on time everyday" is used at parade and awards for 100% are given to recognize those students achieving this attendance rate.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.