

Leichhardt State School

Action Plan Final Report





Contents

1. Introduction	3
1.2 Review team.....	3
1.3 Contributing stakeholders	3
2. EIB monitoring	4
2.1 Action plan improvement strategies	4
2.2 Action plan check-ins.....	4
3. Findings	5
4. General comments.....	9
5. Next steps.....	10
6. Conclusion	10



1. Introduction

This report is a product of a Phase 4 check-in review at **Leichhardt State School** on **1 December 2021**. It provides an evaluation of the school's performance against the 12-month action plan developed by the school in consultation with the Assistant Regional Director (ARD).

The 12-month check-in was completed by staff from the Education Improvement Branch (EIB). For more information regarding the EIB and school reviews please visit the [website](#).

1.2 Review team

The Phase 4 visit and review was conducted by:

Stephen Bobby	Senior reviewer, EIB (case manager)
Lesley Vogan	Internal reviewer
Leah Mullane	Internal reviewer

1.3 Contributing stakeholders

The following contributed to the 12-month check-in and final report:

- a desktop review of the school's performance data and other school information
- consultation with the school's ARD
- a school visit of up to one day, and
- interviews with relevant staff, students, parents and community representatives, including:
 - Principal
 - three middle leaders
 - Teacher aide
 - students
 - seven teachers
 - Parent



2. EIB monitoring

2.1 Action plan improvement strategies

The Phase 4 check-in looked at how the school implemented the improvement strategies from the action plan.

- Develop short and long-term data collections and targets aligned with each of the improvement priorities to enable Quality Assurance (QA) of the effectiveness of the stated strategies and actions in improving student outcomes. (Reading)
- Ensure there is clarity around the agreed, whole-school processes relating to the school's Positive Behaviour for Learning (PBL) framework and quality assure PBL implementation in every classroom to ensure it is operationalised with a high level of rigour and fidelity.

2.2 Action plan check-ins

The Phase 4 visit and review was preceded by the following visits:

Phase 1	June 2020
Phase 2	October 2020
Phase 3	November 2020
Phase 4a	April 2021
Phase 4b	July 2021

3. Findings

Improvement Strategy 1 – Develop short and long-term data collections and targets aligned with each of the improvement priorities to enable QA of the effectiveness of the stated strategies and actions in improving student outcomes. (Reading)

Key observations and discussions:

- School leaders are united in their commitment to improving reading outcomes for students. Teachers are able to speak with clarity regarding the vision for reading across the school. All teachers are aware of the expectations required of them to enact the school's reading vision.
- The reading framework has been fully developed and is being implemented in classrooms. Teachers articulate the strategies they utilise in implementing the reading framework through 'Reading Plans'. School leaders work collaboratively with teachers to develop the reading plans that unpack the literacy demands within curriculum units. Teachers then track student improvement in reading through the collection and review of student diagnostic data and Level of Achievement (LOA) English data for all students each year. Teachers track marker students in their improvement each term. Marker students are discussed with the Head of Department – Reading (HOD-R) at the end of each term to determine strategies in supporting the next lift for the student.
- Classroom teachers unpack the marking guides within their curriculum planning and align skills to the clusters of the literacy continuum. Curriculum unit 'know and do' statements are developed by teachers in student-friendly language, with a targeted Question Answer Relationship (QAR) goal to be embedded within the unit. Some students articulate an understanding of the QAR goals and next steps in improving their learning.
- School leaders utilise student and staff surveys to track level of engagement in targeted reading strategies and measure the consistency of implementation and impact of the improvement agenda. Student diagnostic reading data and English LOA data is reviewed by school leaders to monitor the impact of the reading agenda for improvement in student outcomes over time.
- All teachers have participated in professional learning associated with the reading framework. School leaders have modelled expected reading practices outlined in the framework and teachers appreciate these opportunities.
- A newly appointed HOD–Teaching and Learning Practices is allocated to develop teacher capability in implementing the school's agreed pedagogical practices. The school leadership team indicates an intention for the HOD to work with teachers through coaching, and observation and feedback cycles.
- The school utilises resourcing to support the implementation of the reading framework. A HOD-R is allocated to work collaboratively with teachers during the planning time to support the development of QAR goals, unpack the literacy demands of curriculum

units and facilitate teacher planning in catering for the diverse range of student needs. Staff meeting time has been allocated for teachers to moderate and plan together within their year level teams.

- Teachers track student improvement in reading through the collection and review of student diagnostic data for all students each year, and track marker students in their improvement each term. Marker students are discussed with the HOD-R at the end of each term to determine strategies in supporting the next lift for the student.

Measurable outcomes and success criteria:

Outcomes areas	Baseline at T1-2020	12 month targets	Current level
Diagnostic testing implemented consistently	No baseline data from quality assured diagnostic reading data	Improvements in marker student data – PM, PROBE, literacy continuum	Consistent data processes are continuing to develop.
Classroom observation data	No formal observations of reading practices	All teachers participating in collegial engagement using observations and feedback of teaching of reading practices	In 2020 observation and modelling completed. In 2021 modelling occurs. Classroom observations have had increased precision in their focus aligned to the reading framework.
Teacher and student confidence regarding reading approaches	No surveys or data sets in place	Observable evidence of classroom practices in reading	Data being collected with levels improving. Data supports students and teachers' understanding of the QAR strategies.

Improvement Strategy 2 – Ensure there is clarity around the agreed, whole-school processes relating to the school's PBL framework and quality assure PBL implementation in every classroom to ensure it is operationalised with a high level of rigour and fidelity.

Key observations and discussions:

- The school has developed a PBL team that meets fortnightly to analyse and discuss data to determine focus lessons and artefacts. The staff have collaboratively developed a major and minor behaviour chart that includes a sequence for managing behaviours.

- Artefacts for PBL are visible across the school and the school PBL mascot is utilised to reinforce school expectations. Expectations are known by students and reinforced through the expectation chant of 'We are kind, we are safe, we are learners'. The role of the Sanctuary room has been clarified and it is utilised as a calm down space where students in the red zone can spend 20 minutes resetting before returning to class.
- The Deadly room is established to build Indigenous perspectives across the school and provide a space for Indigenous students and others to re-engage with their work.
- The HOD–PBL works with teachers to develop and implement student risk assessments, safety and behaviour plans, and works with teachers in classrooms to support students. The principal articulates the staffing model for 2022 will include a fractional HOD–Teaching and Learning to model effective teaching strategies, provide observation and feedback to teachers, and assist in major behaviour issues. The principal indicates Professional Development (PD) on the Essential Skills for Classroom Management (ESCM) and active supervision will be offered to all staff members next year.
- The HOD–PBL identifies the school has reviewed the school data collection processes in regards to recording minor and major behaviours and positive incidents. Leaders express the belief that data collected is now accurate and a true reflection of behaviour at the school.

Action Type	Overall Student SDA* SEM 2 2020		Overall Student SDA SEM 1 2021		Overall Student SDA SEM 2 2021	
	Total	Student	Total	Student	Total	Student
Follow Up	199	91	184	71	281	95
Support and Intervention	65	31	5	4	3	3
Suspension 1 to 10 days	101	51	9	7	26	20
Suspension 11 to 20	1	1	1	1		
Recommended Exclusion	0	0	0	0	3	3

* School Disciplinary Absence

Measurable outcomes and success criteria:

Outcomes areas	Baseline at T1-2020	12 month targets	Current level
Staff response to PBL data sets	School Opinion Survey (SOS) 2019 questions used as baseline data	Staff members have improved levels of confidence in PBL processes	There is a continued focus on PBL. Staff members report more supportive environments.
Daily Behaviour incidents	T1 2019 Majors= 436 Minors= 241 Positive behaviour entries provided by 11 teachers	Majors= 180 Minors= 230 Positive behaviour entries provided by all teachers	Suspension data indicates a reduction in short-term SDAs from 101 students in Sem 2 2020 to 9 students in Sem 1 2021. Positive behaviour entries provided by all teachers.
Attendance data	Attendance rate for Sem 2 2020 was 76.4 per cent	Attendance rate of 93 per cent	Attendance rate for Sem 1 2021 was 81.9 per cent.



4. General comments

- The leadership team has led the case management process in a determined manner and present as a united and committed leadership team. All school leaders display a very high level of passion and commitment to students and their families.
- School leaders, led by the principal, overtly communicate and model high expectations for behaviour and academic success for all learners.
- The principal strategically aligns all resources with the intent to provide the best possible opportunities for successful student learning outcomes.
- There is a clear focus from the leadership team on building the capability of all staff members in the reading, PBL and curriculum agendas.
- Staff indicate that they are on a journey of improvement and outline there is further work to be done for practices to become embedded.
- The leadership team is working to build the school's community reputation as a place of learning and achievement, and a place the community can be proud of.



5. Next steps

The next steps in the strategic planning processes of the school will include the examination of the 2020 school review report to identify which improvement strategies need to be scheduled for action over the next few years. This process needs to be conducted collaboratively by all members of the teaching team, in partnership with the ARD to inform the school's next steps.

As you move forward, consider the following in your planning:

- Maintain the focus on the teaching of reading to build an embedded approach across the school and ensure that the teaching of reading is planned within curriculum implementation. Consider differentiated professional learning opportunities and expanding professional learning to teacher aides.
- Keep the focus on consistent application of PBL practices, ensuring all staff have a deep understanding of their responsibilities in the delivery and enactment of the process with fidelity.
- Confirm the implementation of the Australian Curriculum (AC) occurs with rigour and fidelity, ensuring the intended curriculum is being enacted in teachers' classrooms. Do this through deepening modelling, observation and feedback processes in the school over time to provide rigorous constructive feedback to teachers.
- Continue the strong relationship with regional support staff, coordinated through the ARD.
- Use the support of the system and region to build collective staff clarity of the next phase of improvement. Action this through participation in the 'responding to your review' training, subsequent action plan development, and utilisation of external observation of the action plan's implementation.
- Maintain the focus on the school's visible learning practices through deepening staff understanding of 'why' visible learning is an effective pedagogical approach, and 'how' visible learning impacts student achievement.

6. Conclusion

Based on the findings from the 12-month review and information gathered at the previous termly visits, the EIB concludes:

The school has successfully implemented the agreed actions. No further EIB support is required.