

Leichhardt State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Leichhardt State School acknowledges the shared lands of the Yuggera, Jagera and Ugarapul nations and the Yuggera, Jagera and Ugarapul people of the Yagara language region.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	320
Indigenous enrolments	31.3%
Students with disability	21.6%
Index of Community Socio-Educational Advantage (ICSEA) value	862

About the review

 3 reviewers from 27 to 30 May 2024	 124 participants	 36 school staff
 36 students	 32 parents and carers	 20 community members and stakeholders

Key improvement strategies

Domain 3: Promoting a culture of learning
Collaboratively refine school-wide approaches to supporting positive behaviour to embed consistent practices and high expectations that promote conditions for successful student learning.

Domain 1: Driving an explicit improvement agenda
Develop the new strategic plan in collaboration with key stakeholders, to enhance ownership and engagement with school priorities.

Domain 6: Leading systematic curriculum implementation
Finalise the 3 levels of planning for all 8 learning areas, ensuring P-12 curriculum, assessment and reporting framework requirements are met, to enable all students to access their entitlement to the curriculum.

Systematically enact collaborative planning processes to strengthen leaders' and teachers' curriculum knowledge, planning and implementation capability.

Domain 8: Implementing effective pedagogical practices
Establish professional conversations between teachers and leaders about their teaching beliefs to foster a deeper shared understanding about pedagogy.

Establish a whole-school approach to the teaching of reading that engages all staff in ongoing professional learning, to develop a shared understanding of effective pedagogical practices for the teaching of reading in the Australian Curriculum.

Key affirmations



Staff members describe their authentic commitment to learning and providing a safe, supportive and engaging environment for students.

Students speak highly and warmly about the care and dedication of teaching staff. They note they have built relationships with a variety of staff across different roles within the school. The school is known for having passionate teaching and support staff that are driven to provide learning opportunities for all students.



Staff communicate and engage with parents and caregivers, and the wider community.

Parents and caregivers share that staff actively engage with families to foster a strong learning partnership that values and celebrates the attendance and academic achievement of their child. They comment that 'Every student gets a chance here and they (staff) never give up. At Leichhardt you don't just get a school, you get a family'.



Leaders articulate that authentic and positive connections with the local Indigenous community are established.

Deep cultural links have been built within the community. The leadership team speak of deliberately promoting deep and authentic cultural connections with the local Indigenous community. They describe actively engaging with the guidance and support of Indigenous community leaders and volunteers to develop First Nations language learning programs, including teaching of Yagara language, and the Deadly Dances program in The Arts.



Leaders speak of driving an Explicit Improvement Agenda.

Leaders convey they are passionate in their drive for school improvement. They articulate a strong belief in staff being able to enact the improvement agenda. Leaders share a collective belief that further school improvement is possible.