Leichhardt State School

Executive Summary

School Improvement Unit

Queensland Government
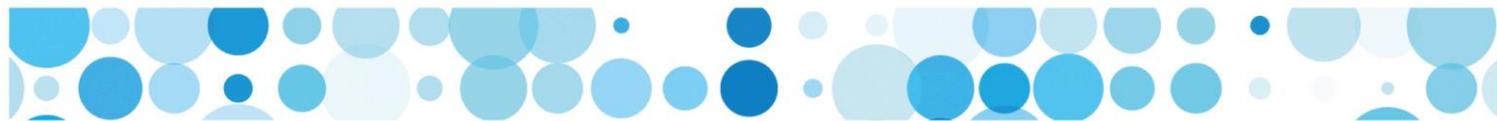
Acknowledgment of Country

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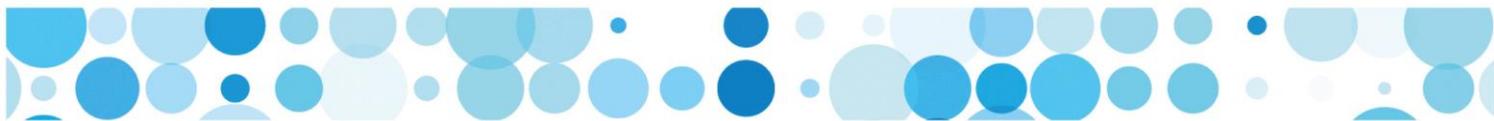
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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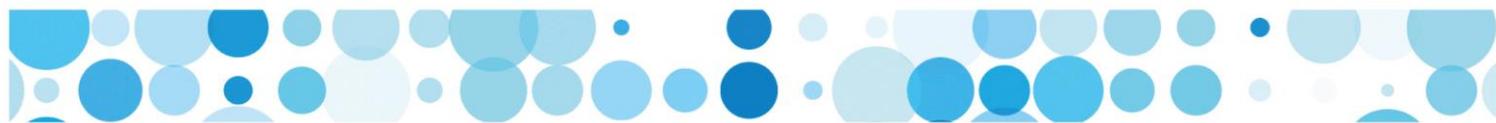
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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Leichhardt State School** from **13** to **17 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.
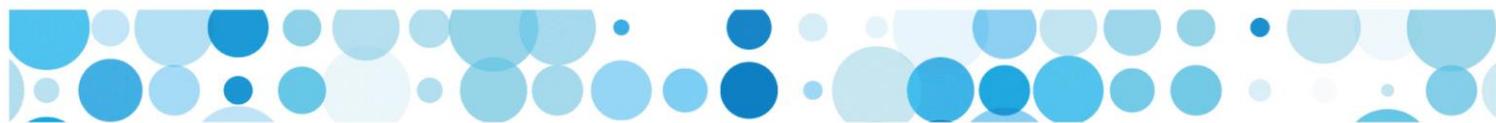
The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Anthony Palmer	Internal reviewer
Valerie Hadgelias	External reviewer

1.2 School context

Location:	Samford Road, Leichhardt
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	334
Indigenous enrolment percentage:	27 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** — 8 per cent **Nationally Consistent Collection of Data (NCCD) percentage:** — 24.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	871
Year principal appointed:	2019 – acting
Significant partner schools:	Ipswich Early Education Centre and Preschool, Ipswich State High School, Bremer State High School
Significant community partnerships:	Mission Australia, Leichhardt Baptist Church, Kambu – Aboriginal and Torres Strait Islander Corporation for Health, Kummara, Sing&Grow Australia, State Member for Ipswich West, Strong Start Strong Learner, Lion's Den foodbank, The One Box – fruit boxes, Eat Up – sandwiches
Significant school programs:	Student wellbeing team, chaplaincy, Deadly Choices – Indigenous health, Police-Citizens Youth Club (PCYC) Gatharr – young Indigenous men
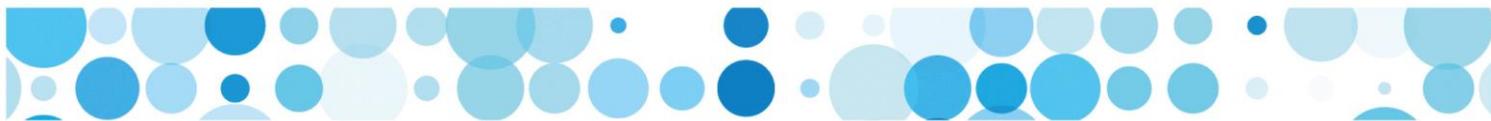
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), principal coach, two Heads of Curriculum (HOC), behaviour coach, Business Manager (BM), 14 teachers, wellbeing officer, Speech Language Pathologist (SLP), guidance officer, chaplain, administration officer, seven teacher aides, 21 parents and 59 students.

Community and business groups:

- Director of Ipswich Early Education Centre and Preschool, Mission Australia community partner, Leichhardt Baptist Church pastor and clinical specialist Sing&Grow Australia.

Partner schools and other educational providers:

- Principal of Bremer State High School, Strong Start Strong Learner – early years coach and project officer.

Government and departmental representatives:

- State Member for Ipswich West and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Teaching of reading PowerPoint
Investing for Success 2019	Strategic Plan 2017–2020
Headline Indicators (October 2019)	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Leichhardt State School Assessment Schedule	School based curriculum, assessment and reporting framework
Inquiry Planners curriculum, wellbeing and pedagogy	Report card and NAPLAN update Semester 1 2019
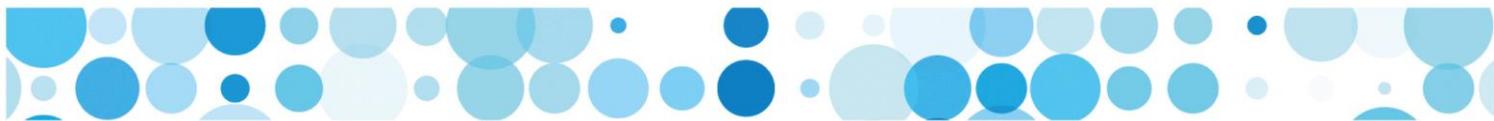
2. Executive summary

2.1 Key findings

The school has a pleasant and friendly atmosphere that reflects a supportive tone of openness and positive relationships between school and home.

Parents and community members express positive regard for school staff members and their efforts in working with students. Parents indicate that they are satisfied with the level of communication from staff members and that they find teachers to be approachable and helpful.

Members of staff display a strong commitment to the wellbeing of all students.

Concerted efforts are made to engage students in the daily life of the school in order to encourage a strong sense of belonging. Students articulate that their teachers care about them. A number of students come to school with complex needs.

An explicit coherent plan for curriculum delivery is a priority in the school Annual Implementation Plan (AIP).

Collaborative curriculum planning with the Head of Curriculum (HOC) and year level team members occurs each term. Teachers appreciate the collaborative planning time. A term placemat that includes important events, dates, overview of learning areas and data collection and assessments is provided to teachers at the meeting.

The leadership team has developed an improvement agenda for the school that is focused on three priority areas of reading, curriculum and Positive Behaviour for Learning (PBL).

Role and responsibility statements aligned to the AIP for key staff members are developing. School systems, processes, accountabilities and resourcing models to support the implementation and sustainability of the strategies and actions outlined in the AIP are emerging. Timelines for the implementation of expectations regarding the AIP are yet to be developed.

The AIP is accompanied by long-term student improvement targets.

These targets are expressed in terms of Years 3 and 5 student achievement in the National Assessment Program – Literacy and Numeracy (NAPLAN). The school is yet to develop short and long-term data collections and targets aligned with each of the improvement priorities. Strategies to measure and evaluate the effectiveness of the stated strategies against set targets are yet to be apparent.

The recent introduction of a data-driven case management approach to student learning provides a basis to increase the precision in determining the next steps in learning for all students.

A culture of high expectations for student learning is yet to be readily articulated amongst all staff members. A number of staff members indicate that they would like to see the school's passionate focus on student wellbeing emulated in efforts to enhance student learning outcomes.

All staff members articulate the importance of building positive relationships with students as a key to improving student learning and wellbeing outcomes.

Members of the leadership team and teachers report significant levels of differentiated support are required to meet the behaviour, social, emotional and academic needs of students. It is acknowledged by members of the leadership team and staff members that school inclusive practices and the school model for supporting students with diverse needs and disability will need to be reviewed in line with current researched best practice, legislation and State Schooling 'Every student with disability succeeding' priority agenda.

The school has enacted a PBL system with teachers working to implement the expected whole-school processes relating to this framework.

Commitment to the implementation of universal classroom practices relating to PBL varies across the school. Some staff members indicate further work needs to occur before PBL can be considered to be effectively embedded. School leaders acknowledge that more time and the persistent, effective enactment of PBL is required in order to grow the learning culture within the school and to increase the number of students meeting behavioural expectations.

The practice of Watching Others Work (WOW) was introduced at the school last year.

This provided teachers with opportunities to visit a colleague's classroom to view an agreed element of the teaching and learning process. Some staff members indicate that there is a developing culture of more open classrooms where colleagues are welcomed into rooms to observe classroom practice. Some teachers indicate they would appreciate more opportunities for engaging in this professional learning experience. A systematic process for all staff members to engage in coaching and mentoring and formal observation and feedback from school leaders is yet to be established.

School leaders and staff members have worked with outside agencies and community groups to develop a number of partnerships to promote community participation and engagement and support student learning and wellbeing opportunities.

School leaders and staff members are active and involved participants in the Leichhardt Early Development (LED) group. The LED group is a collaborative group supported through Mission Australia's Communities for Children project and the group work together to design and deliver projects to reduce children's vulnerability prior to the commencement of school. The LED is currently developing their major project to improve parent awareness of developing oral language and emotional maturity in children from birth to entry to Prep.
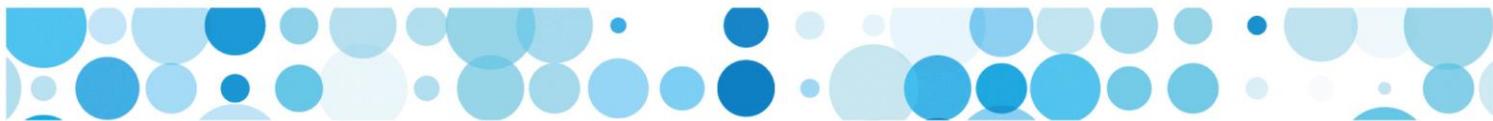
2.2 Key improvement strategies

Develop school systems, processes, accountabilities and resourcing models to support the implementation and sustainability of the strategies and actions outlined in the AIP.

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.

Build a strong school ethos of high expectations for every student's successful learning outcomes and implement processes to support a school-wide shared responsibility for student learning and success.

Clearly define and implement strategies aligned to systemic expectations and evidence-based research to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.

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.

Collaboratively develop and implement a whole-school systematic framework for coaching, observation, feedback and induction for all staff members that is underpinned with effective QA processes and aligned with the pedagogical framework and improvement priorities.