



Leichhardt State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 3096 West Ipswich 4305
Phone:	(07) 3813 3222
Fax:	(07) 3813 3200
Email:	principal@leicharss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the website and the Queensland Government data website.
Contact Person:	Michelle Hamlin Principal

School Overview

Leichhardt State School.

Every Classroom, Every Child, Quality Purposeful Learning, Every Moment of Every Day.

Successful students from Leichhardt State School will have utilised 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.

We also provide a strong focus on pastoral care with programs such as breakfast club, youth pastor, Student Welfare Officer and Indigenous Community Liaison Officer. We have a Positive Behaviour for Learning focus and leadership programs which encourage responsible participation in the community. Our dedicated staff maintain the highest degree of professionalism and are committed to achieving the highest learning outcomes for all students.

Principal's Forward

Introduction

The information below provides a snap shot of our school for the 2016 school year and provides some projections for the 2017 school year and beyond. Leichhardt State School prides itself on its 'Like Heart' mantra with many of the programs aimed at improving student outcomes through a caring, supportive environment. Building capacity through community engagement is lifting not only student results but better empowering our parents and carers as 'child's first teacher'.

School Progress towards its goals in 2016

Priority Area	Description	Progress in 2016
Reading	Embed consistent Reading practices across the school. Reading Data monitored in Data Books, working towards reading goals and clearly outlined strategies. Improved participation from parents in reading	New staff inducted into program. Parents, students and teachers data book practices, to be refined in 2017 Improved reading outcomes by 20% Limited progress will continue to be a focus in 2017
Curriculum	Developing a clear and co-coherent curriculum	Focus on English and embedding clearer and deeper knowledge using the Australian Curriculum. Planning and moderation processes have begun with partner school.
Community Engagement and Transition	Commitment to the Leichhardt Early Development Project to improve AEDC data and Early Start data leading to improved readiness for schools.	85% of all students enrolled and screened prior to starting school in 2017. Participation in pre-school transition activities well attended.
Social Emotional Learning and Positive Behaviour for Learning	Embed Rock and Water Training in Restorative Justice and Circle Time Yubba Time continuing and developing for all Year 3-6 students four days per week.	All programs ongoing with school taking part in PBL in 2017 These programs continue to build significant understandings of empathy, self-awareness and resolution skills for community, staff and students.

Pedagogy	<p>Ensure Explicit Instruction practices are sustainable and new staff inducted</p> <p>Use of teams to drive school improvement agenda</p>	<p>Continue to provide feedback to teachers on practices. Development of staff induction process underway for 2016</p> <p>All staff active team members planning, implementing and sharing practices</p>
Attendance	<p>Continue to reflect on School Wide Positive Behaviour practices</p> <p>Continue to develop high engagement activities in Yubba Time, Rewards Day and History/Geography Weeks.</p>	<p>Reward system revised and fully implemented in 2016</p> <p>Fully implemented, continual reflective process to expand program to improve attendance and community and student engagement</p>

Future Outlook

Reading	<ul style="list-style-type: none"> Continue to ensure consistent whole school approach to reading is embedded Provide coaching, mentoring, and professional development to ensure consistent pedagogy in all classrooms All Reading data monitored in Data Books and Data Wall. Continue to develop and implement strategies that improve parent input, knowledge of strategies and build confidence in their ability as first teachers. 	<ul style="list-style-type: none"> Student target of 2 levels per term Improve U2B by 10% Ensure all teachers using consistent approach monitored by MT and STL&N Data Wall maintained and improvement monitored Target of 50% students reading at home
School and community partnerships	<ul style="list-style-type: none"> Commitment to Leichhardt Early Development Project (LED) with Ipswich City Council, LOMCC and Mission Australia Support Early Years playgroups in the school and local centres Develop innovative practices that improve relationships and parental understanding of how their child learns and a parent's role as the first teacher Professional development with Early Centres – Wings an early childhood social emotional program for educators 	<ul style="list-style-type: none"> AEDC data improvement by 80% in 2018 80% of enrolments for Prep 2017 completed prior to end of year 70% of parents attending triangulated interviews (Speak Dates)
Social Emotional Learning fore fronted in learning	<ul style="list-style-type: none"> Embed Social Emotional practices across the curriculum Trial of 2 Social Emotional programs – Journey to the Island of Calm Year 5/6 and Wings for early years. Continue to develop Yubba time activities, playground licenses and leadership activities that provide opportunities for engagement, self-development and responsibility for all students 	<ul style="list-style-type: none"> Whole school approach of SEL practices evidenced across school Continue to decrease major incidents by 50% Continue to enrich Yubba and leadership activities.
Develop Leichhardt State School English unit planning, assessment and moderation	<ul style="list-style-type: none"> Develop 4 coherent English Units per year aligned to Australian Curriculum, using pre-mid-post testing Provide professional development, coaching mentoring and WOW opportunities to develop pedagogical change in writing. Develop oral language skills of P-2 to improve oral language (narrative) as prerequisite for written language Continue to develop automated handwriting throughout school. 	<ul style="list-style-type: none"> All teachers undertake planning and moderations practices with partner school Ongoing culture of shared practice Lift of 20% Tier Two words embedded 100% students reaching Magic Minute targets

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	252	105	147	76	85%
2015*	252	115	137	75	76%
2016	275	128	147	87	85%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school).

Characteristics of the Student Body

Overview

Leichhardt State School of 275 students in 2016 with 32% indigenous students and 7% identified with a 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 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	23	24
Year 4 – Year 7	22	22	24
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 Fitness through Smartmoves, AASC Sport and community partnerships and 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 2016:

:

- 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, chess
- Environmental teams and gardening
- Language groups – German, Readers Cup and Poetry
- Buddies (students assisting in Prep) and Student Council
- 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. All classes are equipped with at least 4 iPads and the senior classes have access to 12 laptops to provide differentiated learning for students. In 2016 all classrooms were update from Interactive Whiteboard 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 Behaviors within the school
- Part time Chaplain
- Indigenous Liaison Worker
- Breakfast provided by YMCA and 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
- 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 preschoolers

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	88%	83%
this is a good school (S2035)	DW	86%	83%
their child likes being at this school* (S2001)	DW	88%	92%
their child feels safe at this school* (S2002)	DW	88%	83%
their child's learning needs are being met at this school* (S2003)	DW	88%	75%
their child is making good progress at this school* (S2004)	DW	88%	83%
teachers at this school expect their child to do his or her best* (S2005)	DW	83%	73%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	75%
teachers at this school motivate their child to learn* (S2007)	DW	100%	83%
teachers at this school treat students fairly* (S2008)	DW	86%	92%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	88%	83%
this school takes parents' opinions seriously* (S2011)	DW	86%	80%
student behaviour is well managed at this school* (S2012)	DW	86%	75%
this school looks for ways to improve* (S2013)	DW	86%	83%
this school is well maintained* (S2014)	DW	100%	75%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	93%	94%
they like being at their school* (S2036)	86%	89%	91%
they feel safe at their school* (S2037)	88%	90%	92%
their teachers motivate them to learn* (S2038)	91%	93%	96%
their teachers expect them to do their best* (S2039)	96%	97%	92%
their teachers provide them with useful feedback about their school work* (S2040)	92%	90%	91%
teachers treat students fairly at their school* (S2041)	81%	83%	88%
they can talk to their teachers about their concerns* (S2042)	86%	82%	89%
their school takes students' opinions seriously* (S2043)	81%	90%	90%
student behaviour is well managed at their school* (S2044)	76%	83%	80%
their school looks for ways to improve* (S2045)	93%	93%	94%
their school is well maintained* (S2046)	90%	91%	91%
their school gives them opportunities to do interesting things* (S2047)	90%	85%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	92%
they feel that their school is a safe place in which to work (S2070)	92%	100%	84%
they receive useful feedback about their work at their school (S2071)	96%	90%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	92%
students are treated fairly at their school (S2073)	100%	95%	88%
student behaviour is well managed at their school (S2074)	100%	90%	92%
staff are well supported at their school (S2075)	100%	100%	96%
their school takes staff opinions seriously (S2076)	100%	100%	96%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	96%
their school gives them opportunities to do interesting things (S2079)	100%	90%	88%

* 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 center and Mission Australia have supported us through community BBQ'S, 60th Anniversary activities and early childhood play activities leading to more successful transitions to school.

Other activities are

- Our active P&C and Tuck shop running Mother's and Father's Day stall, raffles and 'Nit Patrol'
- St Edmund's College afterschool homework club
- Ipswich Hospital Walking Before School program
- Ipswich City Council Walking School Bus
- 60th Anniversary Family Fun Day and Reunion Dinner
- Leichhardt Baptist Church members reading to students
- Speak Dates for parents to learn about student learning

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Social Emotional Learning programs have included the introduction of Restorative Justice Practices and Circle Time. These programs work towards developing empathetic attitudes towards others, builds understandings of others points of views and work toward healing the wrongs.

Our School Chaplin and Indigenous Liaison Officer work together on a Rock and Water program to improve social engagement within the school.

With our 'Like Heart' mantra we used a community engagement approach to review our school values. Following consultation with community, staff and students we have chosen Gratitude, Respect, Teamwork and Perseverance as our values to be introduced in 2017 through the Positive Behaviour for Learning process. In 2017 each term will focus on a value with an entire new set of classroom lessons and school wide expectations developed by the end of the year.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	155	70	112
Long Suspensions – 6 to 20 days	5	3	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the 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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	72,992	977
2014-2015	69,654	1,245
2015-2016	101,129	410

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

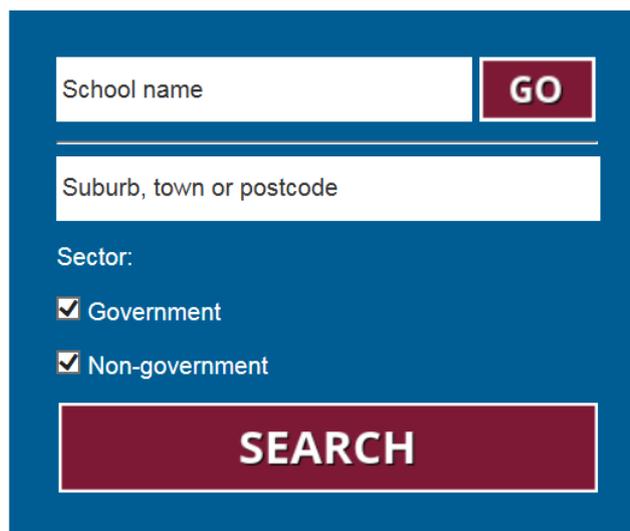
School Funding

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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	18	21	<5
Full-time Equivalents	17	13	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	14
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$ 30,554

The major professional development initiatives are as follows:

- All staff attended Anita Archer
- Staff completing CPR
- Admin staff attending QASSP Retreat
- All teaching staff attending Sheena Cameron writing workshop
- DP and HOSES attended coaching workshops

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	86%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	84%	82%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

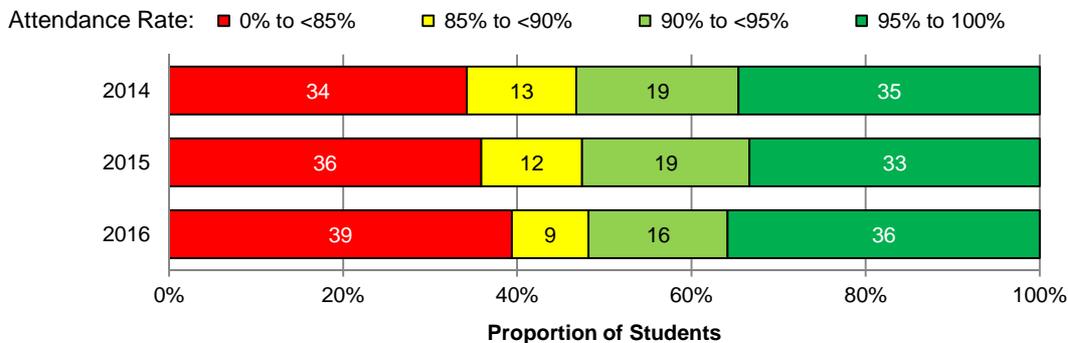
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	84%	86%	87%	85%	85%	88%	88%	86%					
2015	88%	83%	88%	88%	86%	83%	87%						
2016	84%	85%	86%	87%	88%	87%	84%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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. Sustained unexplained absences are followed up with phone calls, letters and sometimes home visits by administration. In 2016 SMS messaging was also introduced to improve rates of unexplained absences and increased attendance.

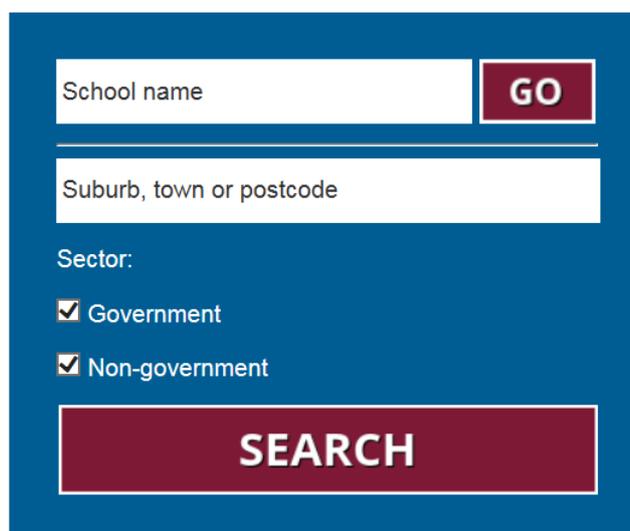
Students who are at school on time everyday are rewarded through the class dojo system. Students receive rewards and levels of attendance and behaviour are monitored and recorded. The mantra "At school, on time everyday" is used at parade and awards for 100% are given to recognize those students achieving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

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.