

Leichhardt State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

LEICHHARDT STATE SCHOOL
Every Classroom – Every Child

QUALITY PURPOSEFUL LEARNING
Every Moment of Every Day

Leichhardt State School students are learners who focus on continually improving their learning achievements and building on their 'personal best'. This means we hold the expectation for continuous improvement for each and every child in our school. They are proficient in Literacy and Numeracy as well as being effective and confident communicators in a wide range of contexts through their high level engagement and excellence in the Arts. They are confident in the use of cutting edge technologies to become lifelong learners of the 21st Century.

At Leichhardt State School all curriculum programs are enablers for high achievement in Literacy and Numeracy. Curriculum delivery is highly structured and scaffolded to ensure that students acquire the knowledge and skills to be able to engage in problem solving and enquiry based activities to develop higher-order thinking abilities.

Staff expect all students to learn and achieve personalised high standards and is committed to providing multiple pathways for them to demonstrate what they know and can do. All Staff are regularly involved in developing their expertise in teaching practices which reflect the most contemporary and innovative developments. These are adapted to local context and professional development is regularly undertaken in teams. Staff have respect for all students based on realistic ideas and expectations.

Leichhardt State School is committed to working in real partnerships with students, parents, staff and significant others in the local community to further develop the school as a valuable and valued community asset. Regular and effective communication with parents and caregivers is seen as central to maintaining and extending these partnerships. Regular celebrations of recognition and success are held establishing a tradition of the school as a hub of excellence within the local community.

Assessment is foregrounded in all planning with the purpose for learning and criteria for assessment clearly articulated. Students have an active and personalised approach to setting learning targets in consultation with their teachers. Teaching practices are regularly evaluated by the professional learning team for effectiveness against a range of performance data. A culture of transparency and shared responsibility exists for school data, both internal and external, with regular timetabled review to ensure valid data is collected and used to drive planning and pedagogy.

Optimal conditions for learning are scaffolded by the Social Emotional Learning program and strong Responsible Behaviour Plan

School progress towards its goals in 2015

Priority Area	Description	Progress in 2015
Reading	Embed consistent Reading practices across the school. Complete Leichhardt Reading Framework.	Framework completed, continue to provide support for staff in embedding consistent reading practices.
Monitoring of student progress	Introduce the use of Student Data Books to personalise Reading goals, targets and strategies. Use of Data Wall to track progress against Metro Standards	Partially completed, consistent data collection to be monitored in 2016 Data Wall completed and used for tracking purposes.
Vocab, Auditory and Rhyme comprehension	Support Prep and identified student to improve Vocab, Auditory Comprehension and Rhyming performance	Program in place and progress of students monitored. Collection of Early Start Data used for identification of needs.
Spelling	Implement Words Their Way spelling program Spelling Shot warmups used in every class	Implemented and data gathering underway These are used in every class incorporating Vocab Blast.
Transition	Improve Pre-school transition process and community partnerships with preschools	Completed with significant improvement of enrolment and prescreening of students for 2016
Pedagogy	Ensure Explicit Instruction practices are sustainable and new staff inducted Use of teams to drive school improvement agenda	Continue to provide feedback to teachers on practices. Development of staff induction process underway for 2016 All staff active team members planning, implementing and sharing practices
Attendance	Continue to reflect on School Wide Positive Behaviour practices Continue to develop high engagement activities in Yubba Time, Rewards Day and History/Geography Weeks.	Reward system revised and fully implemented in 2016 Fully implemented, continual reflective process to expand program to improve attendance and community and student engagement
Community Engagement	Continue develop partnership with Ipswich City Council, Mission Australia and Leichhardt One Mile Community Centre.	Steering Committee and Workers Team established as the LED project (Leichhardt Early Development Project). Focus on building Social Capital of parents as 'First Teachers'.

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 teachers to complete 1 Running Record each term and reflect on progress 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 	<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 50% 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 Purchase resources and embed practices to improve SEL in efforts to reduce incidents of behaviour. Provide professional development to all staff around restorative practices and understanding of poverty and trauma Continue to develop Yubba time activities, playground licences 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 Writing program	<ul style="list-style-type: none"> Develop writing program from researched based, best practice aligned to the needs of students 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 PD writing Ongoing culture of shared practice Lift of 20% Teir 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 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	234	92	142	51	79%
2014	252	105	147	76	85%
2015	252	115	137	75	76%

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 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	25	23
Year 4 – Year 7 Primary	22	22	22
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	77	155	70
Long Suspensions - 6 to 20 days	18	5	3
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.

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.

Smartboard interactive whiteboards 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.

Extra curricula activities

At Leichhardt State School in 2015 we continued 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 2015:

:

- 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

How Information and Communication Technologies are used to improve 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.

Social Climate

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 Red Cross 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 Abercedarian (3a) project
- Participation in the Leichhardt Early Development Project (LED) building supportive network for families of preschoolers

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	DW	88%
this is a good school (S2035)	96%	DW	86%
their child likes being at this school (S2001)	96%	DW	88%
their child feels safe at this school (S2002)	88%	DW	88%
their child's learning needs are being met at this school (S2003)	88%	DW	88%
their child is making good progress at this school (S2004)	96%	DW	88%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	83%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	DW	100%
teachers at this school motivate their child to learn (S2007)	88%	DW	100%
teachers at this school treat students fairly (S2008)	92%	DW	86%
they can talk to their child's teachers about their concerns (S2009)	96%	DW	100%
this school works with them to support their child's learning (S2010)	88%	DW	88%
this school takes parents' opinions seriously (S2011)	96%	DW	86%
student behaviour is well managed at this school (S2012)	83%	DW	86%
this school looks for ways to improve (S2013)	82%	DW	86%
this school is well maintained (S2014)	96%	DW	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	92%	93%
they like being at their school (S2036)	100%	86%	89%
they feel safe at their school (S2037)	86%	88%	90%
their teachers motivate them to learn (S2038)	100%	91%	93%
their teachers expect them to do their best (S2039)	86%	96%	97%
their teachers provide them with useful feedback about their school work (S2040)	92%	92%	90%
teachers treat students fairly at their school (S2041)	92%	81%	83%
they can talk to their teachers about their concerns (S2042)	92%	86%	82%
their school takes students' opinions seriously (S2043)	85%	81%	90%
student behaviour is well managed at their school (S2044)	64%	76%	83%
their school looks for ways to improve (S2045)	100%	93%	93%
their school is well maintained (S2046)	100%	90%	91%
their school gives them opportunities to do interesting things (S2047)	77%	90%	85%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	92%	100%
they receive useful feedback about their work at their school (S2071)	100%	96%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	96%	100%	90%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	96%	100%	100%
their school gives them opportunities to do interesting things (S2079)	96%	100%	90%

'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

- Active P & C with fundraising in 2015 including pathway from hall to Prep, sponsorship of Life Education
- Parent information afternoons and forums
- Class celebrations and invites to parents into the classroom
- Reporting and interviews twice yearly
- Reading and assisting in classrooms
- Parents are encouraged to assist in sporting activities, excursions and Yubba Time
- Parents are involved in processes of curriculum adjustment and support programs

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 and recycling.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	81,201	553
2013-2014	72,992	977
2014-2015	69,654	1,245

*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.

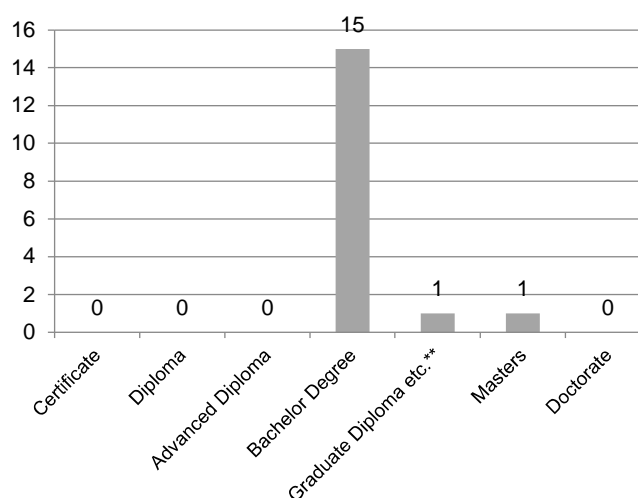
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	19	<5
Full-time equivalents	16	12	<5

Qualification of all teachers.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	17



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$23,766.55

The major professional development initiatives are as follows:

- New staff attending Anita Archer Day hosted by QASSP
- Staff completing CPR
- Admin staff attending QASSP Retreat
- Selected staff attending Words Their Way professional Development

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 67% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	85%	86%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	85%	84%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

	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
2013	86%	84%	84%	85%	86%	88%	85%	79%					

Student attendance rate for each year level (shown as a percentage)

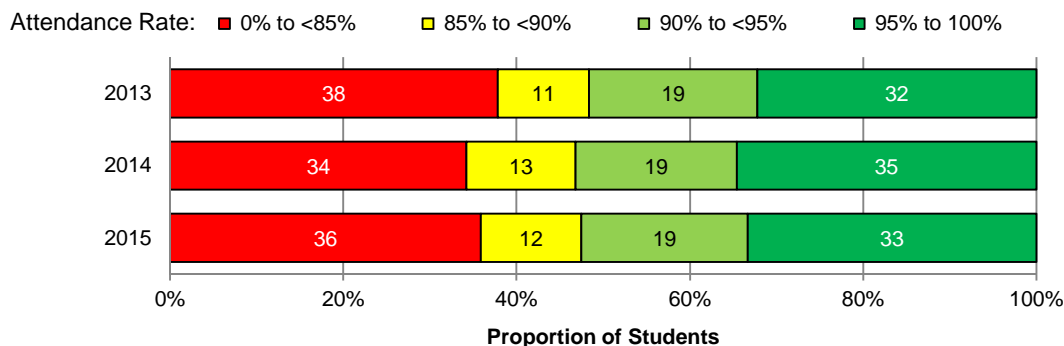
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	84%	86%	87%	85%	85%	88%	88%	86%					
2015	88%	83%	88%	88%	86%	83%	87%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Sector:

Government

Non-government

Where it says '**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.