

Leichhardt State School (1148)

Queensland State School Reporting

2012 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 School-wide 'You Can Do It' program which explicitly teaches and supports positive social and emotional development.

Our students make a positive contribution to the Ipswich community and beyond through pride in and fellowship within their community, a concern for each other and a desire to put back into the community that supports them. They are effective communicators with others using skills of problem solving, negotiation and flexibility to develop resilience and a sense of identity and well-being.

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School progress towards its goals in 2012

Some major progress had been made throughout the school year in the following areas:

Learning

Literacy and Numeracy Improvement

Increase of students in the Upper 2 Bands of NAPLAN

Decrease in students in the Lower 2 Bands of NAPLAN

Sharp focus on developing the principals of Explicit Instruction (Archer & Hughes 2011) across the school and a common language of pedagogy P-7

Increased capacity of teachers to deliver quality programs in English, Mathematics History and Science

Full implementation of the Australian Curriculum & adaptation of the C2Cs to suit local needs

Specific focus on provision of Speech Language intervention and Oracy programs in the Early Years

Continued focus on the collection and analysis of data to inform the teaching learning cycle

Continued use of recommendations from the 2011 Teaching Learning Audit to inform planning for future progress and improvement.

Clearly articulated lesson purpose and criteria for success

Personalised learning goals for all students. Prepare for transition of Year 7 to Secondary in 2014

Schools

Continue strategic procurement of resources to support the implementation of Australian Curriculum

Expanded use of online and 'e' resources in place of reprographic and print media

Embedding the use of instructional and adaptive technologies such as iPads, Bloggies, EASYSpeaks etc

Maintain physical learning spaces and equipment to the best possible standard.

Workforce

Professional development and deployment of teacher-aides to maximise quality intervention programs

Specific programs to build teacher capacity and increase leadership density across the school with a specific focus on distributive leadership

Use of coaching dialogues in conducting professional conversations and further development of the Professional Learning Community of LSS.

Develop a culture of "professional scholarship" by regularly sharing professional reading and providing timetabled opportunities for teachers to observe one another and give structured feedback.

Principal and Deputy lead 'walk throughs', focussed observations and feedback to teachers through full implantation of the Developing Performance Framework for teaching staff

Future outlook

School Community and Partnerships

High levels of student, parent, staff and broader school community confidence in the school's performance and achievement

- Provide regular communication to the parent community of the achievement of improved learning outcomes, targets and systemic priorities
- Continue EATSIPS

School Curriculum

Consistent curriculum, planning and implementation to improve learning

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<p>Reading</p> <ul style="list-style-type: none"> Continue to embed a whole school approach to the teaching of reading in line with the implementation of the C2C units. Identify where the teaching practice of shared, guided and modelled reading practices fit within unit structures so that these proven models remain explicitly planned for.
<p>Numeracy</p> <ul style="list-style-type: none"> Continue to embed a whole school approach to the teaching of math in line with the implementation of the C2C units. With specific focus on investigative approaches and higher order thinking.
<p>Closing the Gap – outcomes and attendance of indigenous and non-indigenous students</p> <ul style="list-style-type: none"> Continue to employ Community Liaison Officers Continue to liaise with Aboriginal & Torres Strait Islander Reference Group in Planning and review of school programs policies and procedures Continued membership of the Dare to Lead coalition Develop EATSIPs Action Plan
<p>Retention, Attainment and Transition of Students</p> <ul style="list-style-type: none"> Liaise with Bremer SHS and Ipswich SHS in transition programs and to track individual students Fully implement the use of IDAttend
<p>Curriculum Planning</p> <ul style="list-style-type: none"> Implement C2C Units in English, Maths and Science Ensure the whole school curriculum framework and assessment framework are updated and aligned with the Australian Curriculum Plan for teachers to bank NCT in exchange for offline review and planning days with the Principal & Deputy to review the success of C2C implementation.
<p>Response to Teaching and Learning Audits</p> <p><i>In the 2011 TL Audit 'Medium' ratings were received in the following dimensions – all other dimensions were 'high'.</i></p> <p>Dimension 5 – An Expert Teaching Team</p> <ul style="list-style-type: none"> <i>Further develop the School Leadership Team – this group to meet with the Principal fortnightly</i> <i>Fully implement the DPF & National Professional Standards for Teachers</i> <i>Develop a formalised workforce plan in collaboration with HR</i> <p>Dimension 8 – Effective Teaching Practices</p> <ul style="list-style-type: none"> <i>Embed the practice of establishing individual learning goals for all students</i> <i>Embed rigour, challenge, engagement and effective differentiation</i> <p><i>Embed the practice of providing substantial and timely feedback to students on their learning</i></p>
<p>Planning for Improvement</p> <p><i>The school Assessment & Reporting Framework tracks student progress across the year and provides directions to teachers making consistent judgements on student achievement</i></p>
<p>Teaching Practice</p> <p>High quality teaching focused on the achievement of every student</p>

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High Quality Teaching Practices

- Teachers will embed principals of Explicit Instruction (Archer & Hughes 2011) Teachers will make explicit learning goals at the beginning of all teaching episode
- Teachers will assist students in setting their own reading, numeracy and 'You Can Do It' (SEL) goals

Collaborative Practices

- Continuation of regular (five week) team planning and data review of C2C units to ensure differentiation and plan intervention and extension

Consistent Pedagogical Practice

- Continue to develop and embed a consistent language of pedagogy in English, Maths and Science across the school
- Continue to develop a language of coaching and feedback across the school

Evidence-based decision-making

- Provide professional development to staff on Explicit Instruction models (Archer & Hughes 2011)
- Extend the use of "effect size" to provide an extra dimension to data analysis and distance travelled

Principal Leadership and school capability

- Instructional leadership with an unrelenting focus on improvement

Instructional leadership

- School administrators will make regular focussed observations provide feedback on teaching and learning
- The Principal will maintain a rigorous improvement agenda in line with the NPA four year strategic plan and ensure all staff and students are aware of the direction of the school and the goals to be attained
- QSR & TL Audit to be conducted in 2013 to set strategic directions for the next quadrennium.
- School leadership team will undertake further professional development on the development of a shared understanding of instructional leadership and be introduced to a framework based on Explicit Instruction models (Archer & Hughes 2011)

Developing Workforce Performance

- Continue to use the school professional development plan to develop the expertise of teachers and support personnel in line with school priorities

Additional emerging local school priorities

- Continue to promote Leichhardt State School as a 'school of choice'

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	219	109	110	83%
2011	242	113	129	88%
2012	262	117	145	80%

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

Characteristics of the student body:

Leichhardt State School has approximately 26% Aboriginal & Torres Strait Islander enrolment with the remainder of the students from predominantly Caucasian background. Students with disability make up approximately 13% of our school population. 3% are in the care of the State.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	25	22
Year 4 – Year 10	24	24	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	68	81	80
Long Suspensions - 6 to 20 days	6	7	18
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

*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.

*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 one iPad with a number of classes having sets of iPads used for small group differentiated learning and adaptive technology for children with special needs

*All general learning areas are equipped with Smartboard interactive whiteboards

*A Visual Arts program is run by an Indigenous Artist-In-Residence & Community Liaison Officer

*Focus on Fitness through Smartmoves, Fit n Fuelled, AASC Sport and community partnerships

*Comprehensive Year 7-8 transition programs with Ipswich State High School and Bremer State High School.

Extra curricula activities

*Visiting sports coaches

*Footsteps Dance program Term 4

*Specialist visual arts program

*Homework club, chess club, choir

*Active After Schools Communities Sport

How Information and Communication Technologies are used to assist learning

*ICTs are embedded in digitally rich unit plans for all KLA's

*iPads are used across all classes with specific focus on differentiation for Gifted & Talented and Students with disabilities

*Staff highly skilled in the use of interactive whiteboards

*100% of teachers attained Digital Pedagogical Certificates as part of their DPP

Social climate

Promotion of a positive learning and social environment

*Dedicated student welfare office and Community liaison officer to support student engagement and inclusion across the school.

*'You Can Do It' program embedded in classroom and playground behaviour processes to support student social and emotional well-being

*Breakfast club, homework club, playgroups

*Strong school-home liaison through regular meetings, home visits, interagency support

*Student leadership program through Impact Leadership Conference (Attended by Captains and Vice Captains) Student Council

*Celebrating cultural diversity through Harmony Day, ANZAC Day and NAIDOC celebrations

*Service learning opportunities once per term raise money for charities

*Active Indigenous Reference Group and agreement of mutual support on display in the entry of the school

*Acknowledgments of country are made at all school assemblies and formal occasions. Welcomes are regularly performed by a local Aboriginal elder when he is available

Our school at a glance

Parent, student and staff satisfaction with the school

Performance measures around staff, student and parent satisfaction have increased dramatically and uniformly across all dimensions since the commencement of the National Partnership Agreement in 2009 with many percentages significantly greater than mean state performance

Anecdotal information reflects high community satisfaction and greater positive engagement with the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	92.9%
this is a good school	92.9%
their child likes being at this school*	100.0%
their child feels safe at this school*	85.7%
their child's learning needs are being met at this school*	85.7%
their child is making good progress at this school*	92.9%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	84.6%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	85.7%
they can talk to their child's teachers about their concerns*	85.7%
this school works with them to support their child's learning*	92.3%
this school takes parents' opinions seriously*	84.6%
student behaviour is well managed at this school*	85.7%
this school looks for ways to improve*	84.6%
this school is well maintained*	92.9%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	93.2%
they feel safe at their school*	93.2%
their teachers motivate them to learn*	97.7%
their teachers expect them to do their best*	100.0%

Our school at a glance

their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	88.6%
they can talk to their teachers about their concerns*	93.2%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	93.2%
their school looks for ways to improve*	100.0%
their school is well maintained*	97.7%
their school gives them opportunities to do interesting things*	84.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	97.1%
with the individual staff morale items	99.4%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

*Active P&C contributing fundraising revenue with memberships at an all-time high since 2009.

*Open days

*Parent information afternoons and forums

*Class celebrations

*School newsletter

*Report cards and parent-teacher interviews twice yearly

Our school at a glance

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Solar panels installed on one building with additional grants being sought for expansion of this initiative. Blinds have been installed across the school to reduce glare/heat. Rainwater tanks installed on some buildings.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	79,873	870
2010-2011	63,920	501
2011-2012	61,061	467

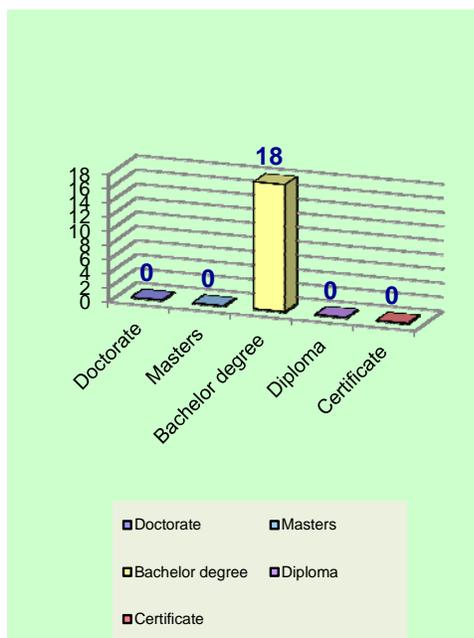
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	18	20	<5
Full-time equivalents	15.6	12.9	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	18
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$31 527

The major professional development initiatives are as follows:

- ✓ 97.1% of staff satisfied with access to PD in the school – **increase of 24.7% from 2008**
- ✓ 99.4% of staff satisfied with morale in the school – **increase of 16.6% from 2008**
- ✓ 100% Teaching staff developed Individual Performance Plans with the Principal in 2012
- ✓ Principal Deputy and 3 classroom teachers participated in Anita Archer 'Explicit Instruction' Conference Cairns 2012
- ✓ 100% Teachers and Teacher-aides participated in Staff Professional Development Retreat facilitated The Principal.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	95.3%	95.8%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 93.6% of staff was retained by the school for the entire 2012 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a rectangular orange "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

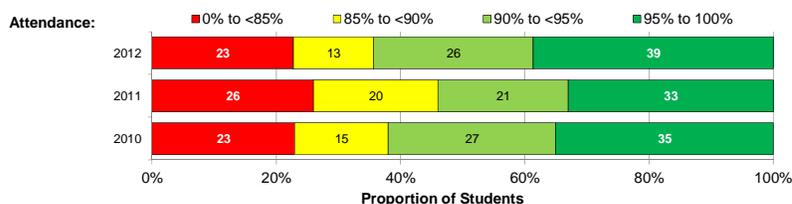
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	89%	90%	86%	88%	90%	92%	91%
2011	90%	87%	92%	85%	90%	88%	88%
2012	91%	92%	90%	91%	89%	89%	88%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Leichhardt State School's rolls are marked twice daily. These rolls are photographic produced by idAttend which also generates late slips, early departure slips and other student security measures. Teachers and liaison officers phone parents when an unsatisfactory attendance pattern emerges.

Sustained unexplained absences are followed up with phone calls, letters and sometimes home visits by administration.

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.

Performance of our students

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results

Achievement – Closing the Gap

Year 3

- 66.7% of students at or above NMS in Reading & Writing

Year 5

- 75% at or above NMS in Reading, Writing & Numeracy
- 100% at or above NMS in Spelling
- 12.5% in top two bands in Reading. 25.0% in top two bands in Spelling

Year 7

- 100% at or above NMS in Reading & Spelling, 66.7% at above NMS in Writing, 83.3% at above NMS in Numeracy and Grammar and Punctuation
- Gap between attendance in 2012 was -0.1% - a decrease of 2.5% since 2011
- Strategies are in place to continue monitoring and improving attendance in 2013 – SWO to collate data and communications with families.
- 2010 NAIDOC celebrations held at the school for the first time – students from five schools attended by 700 people – **HIGHLY SUCCESSFUL 2012 CELEBRATION HELD** involving 8 cluster schools and 800+ students and community members. Anecdotal evidence from reference group overwhelmingly in support of similar celebrations in the future.
- 2013 the school plans to participate in NAIDOC celebrations at Ipswich Central State School.
- Dedicated Indigenous Community Liaison Officer 0.2 FTE monitoring student wellbeing, attendance and support the implementation of YCDI – anecdotal evidence overwhelmingly positive. Additional Indigenous Education Worker employed 2012 – continuing in 2013.
- FAFT (PACE) pre-prep playgroup accessed weekly by up to 12 families regularly – now community driven as funding from the Australian Govt has ceased.

