Leichhardt State School

Queensland State School Reporting

2013 School Annual Report

Postal address	72 Samford Road Leichhardt 4305
Phone	(07) 3813 3222
Fax	(07) 3813 3200
Email	the.principal@leichharss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person	Mrs Michelle Hamlin (Principal) Mr Aaron Clavan (Deputy Principal)

Principal's foreword

Introduction

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 approached 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.

Queensland State School Reporting
2013 School Annual Report

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.

School progress towards its goals in 2013

Annual Implementation Plan 2013 Priorities	Progress in 2013
School Community and Partnerships • Provide regular communication to the parent community of the achievement of improved learning outcomes, targets and systemic priorities • Continue EATSIPS	Newsletter, Facebook and communications to parent community about improvements. Focus on Embedding Aboriginal and Torres Strait perspectives continues to be prioritised
School Curriculum	
Teaching • 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. • 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 hands on investigative approach, curriculum literacies and higher order thinking. •	Staff continue to work collaboratively to embed reading practices across the school. Data is collected each term using PM Benchmarks and Probe. The use of benchmark testing each term has focussed teaching of math not only with intended curriculum in mind but also ensuring needs of students are met more closely.
Community Engagement • 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 • Liaise with Bremer SHS and Ipswich SHS in transition programs and to track individual students • Fully implement the use of ID Attend	Community liaison groups have continued to develop with LSS looking to host NAIDOC Day in 2014. Continued communication will assist with the transition of Year 7 to High School in 2014 ID Attend superseded by OneSchool system, this is fully implemented and data easily accessed.
Instructional Leadership • Further develop the School Leadership Team – this group to meet with the Principal fortnightly – further develop distributive leadership by empowering team members to lead initiatives and report to Principal and DP on progress. • Restructure staff meetings to better differentiate the delivery of professional development • Fully implement the DPF & National Professional Standards for Teachers • Develop a formalised workforce plan in collaboration with HR • Teachers will embed principles of Explicit Instruction (Archer & Hughes 2011) • 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) • 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. • Continue to promote Leichhardt State School as a 'school of choice'	Staff meetings are aligned to professional development goals and school priorities Leadership Team attended Melbourne Dylan Willem conference. Further PD continued with staff in embedding sound teaching strategies, these further aligned with Anita Archer philosophy Development Performance Plans completed for all teaching staff, this has assisted in workforce planning. High continuity in staff has assisted with embedding of practices, especially in expectations of Explicit Instruction (Archer and Hughes 2011) QSR and TL Audit completed Teaching and Learning Audit showed improvement across all areas with most areas within the high range and several in outstanding. Only one area remained in the medium range-'Plans for improvement do not appear to have been clearly communicate. Targets for improvement are not specific.'

Queensland

Differentiation

- Embed the practice of establishing individual learning goals for all Students
- Embed rigour, challenge, engagement and effective differentiation
- Embed the practice of providing substantial and timely feedback to students on their learning
- Teachers will make explicit learning goals at the beginning of all teaching episodes
- Teachers will assist students in setting their own reading, numeracy and 'You Can Do It' (SEL) goals
- Continuation of regular (five week) team planning and data review of C2C units to ensure differentiation and plan intervention and extension
- 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
- 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
- Provide timetabled opportunities for staff to visit and observe best practice both at LSS and other school sites and to provide feedback to one another.

Differentiation planners used by all teachers each term to determine and plan for students above, at and below each year level. Teachers use this information for goal setting. Teachers developing practices of WALT and WILF (What are we learning today and What I am looking for) to improve learning intentions.

In 2014 in partnership with Pathways to Resilience all staff will take part in Fun Friends and Friends for Life professional Development. This will further develop staff understanding in Social Emotional Learning and provide resources for teaching.

Coaching has continued successfully with all teachers working with coach to further imbed Explicit Teaching practices. Teachers have had opportunity to visit other schools and several have been observed by outside schools to show our 'best practice'.

Leaders regularly visit classes and provide timely feedback on Explicit Instruction

Queensland State School Reporting
2013 School Annual Report

Future outlook

Key areas for improvement for 2014 are to continue with the Explicit Teaching agenda, further imbed continuity of reading practices, individualized learning goals for students and focus on Social Emotional Learning.

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

Curriculum Planning
- Consistent curriculum, planning and implementation to improve learning
- Use of Learning Maps to further met needs of students, make explicit the learning intentions and deepen teacher knowledge of subject

Reading
- Continue to embed a whole school approach to the teaching of reading in line with Australian Curriculum.
- 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.
- Continue to collect data for profiling

Closing the Gap – outcomes and attendance of indigenous and non-indigenous students
- 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
- Embed EATSIPs Action Plan
- Utilise Kummara resources to embed Indigenous perspectives
- Well Being team created to monitor and plan for improvement in engagement

Retention, Attainment and Transition of Students
- Liaise with Bremer SHS and Ipswich SHS in transition programs and to track individual students
- Use of communication and SPBB practices to improved attendance

Instructional Leadership
- School administrators will make regular focussed observations provide feedback on teaching and learning
- 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)

Queensland

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013:   **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	242	113	129	88%
2012	262	117	145	80%
2013	234	92	142	79%

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

Characteristics of the student body:

Leichhardt State School has approximately 22% 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

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	25	22	23
Year 4 – Year 7 Primary	24	22	22

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	81	80	77
Long Suspensions - 6 to 20 days	7	18	18
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Queensland
Government

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

*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

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 wellbeing
*Breakfast club, homework club, playgroups
*Strong school-home liaison through regular meetings, home visits, interagency support
*Student leadership program though 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

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	2013
their child is getting a good education at school (S2016)	93%	92%
this is a good school (S2035)	93%	96%
their child likes being at this school* (S2001)	100%	96%
their child feels safe at this school* (S2002)	86%	88%
their child's learning needs are being met at this school* (S2003)	86%	88%
their child is making good progress at this school* (S2004)	93%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%
teachers at this school motivate their child to learn* (S2007)	100%	88%
teachers at this school treat students fairly* (S2008)	86%	92%
they can talk to their child's teachers about their concerns* (S2009)	86%	96%
this school works with them to support their child's learning* (S2010)	92%	88%
this school takes parents' opinions seriously* (S2011)	85%	96%
student behaviour is well managed at this school* (S2012)	86%	83%
this school looks for ways to improve* (S2013)	85%	82%
this school is well maintained* (S2014)	93%	96%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	93%	100%
they feel safe at their school* (S2037)	93%	86%
their teachers motivate them to learn* (S2038)	98%	100%
their teachers expect them to do their best* (S2039)	100%	86%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%
teachers treat students fairly at their school* (S2041)	89%	92%
they can talk to their teachers about their concerns* (S2042)	93%	92%
their school takes students' opinions seriously* (S2043)	100%	85%
student behaviour is well managed at their school* (S2044)	93%	64%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	98%	100%
their school gives them opportunities to do interesting things* (S2047)	84%	77%

Queensland
Government

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	96%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	96%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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

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
2010-2011	63,920	501
2011-2012	61,061	467
2012-2013	81,201	553

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
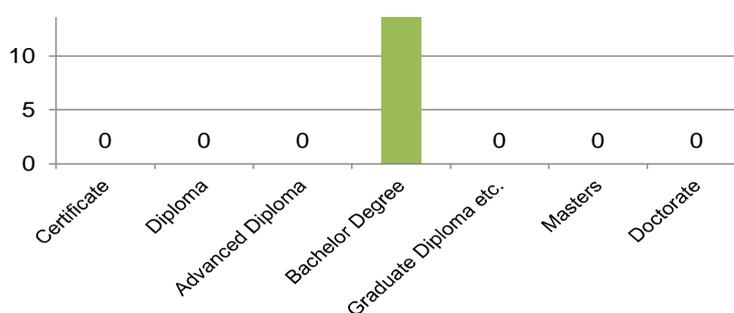
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	20	16	<5
Full-time equivalents	17	11	<5

Qualifications of all teachers

Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	**20**

* 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 2013 were $ 16,414   .

The major professional development initiatives are as follows:

- ✓ Leadership Team attended Dylan Willem Professional Development in Melbourne
- ✓ Attendance of several staff members to QASSP retreat
- ✓ Teacher Aides completing First Aid

The proportion of the teaching staff involved in professional development activities during 2013 was   %. 100

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2013 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.**

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.
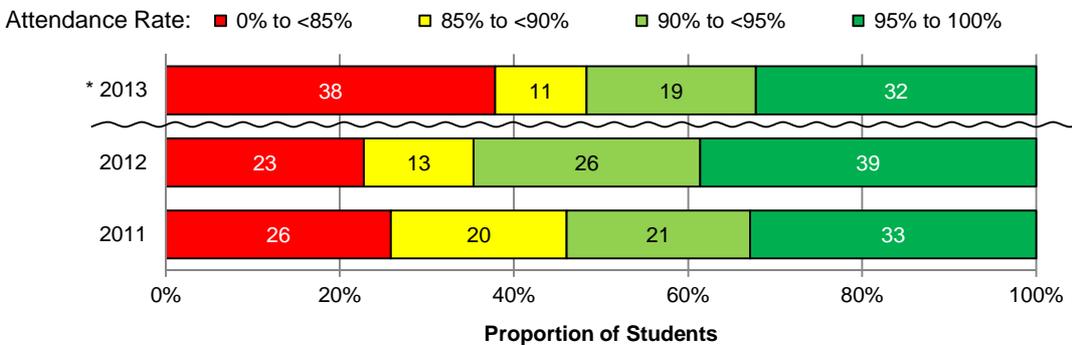
Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	85%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	87%	92%	85%	90%	88%	88%					
2012	91%	92%	90%	91%	89%	89%	88%					
2013	84%	84%	85%	86%	88%	85%	79%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	38	11	19	32
2012	23	13	26	39
2011	26	20	21	33

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Leichhardt State School's rolls are marked twice daily. Sustained unexplained absences are followed up with phone calls, letters and sometimes home visits by administration.

Queensland
Government

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

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☐ Government
☐ Non-government

SEARCH

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.

Queensland Government

Achievement – Closing the Gap

Attendance of Indigenous students decreased from 90.3% to 79.2% in 2013

Year 3
- Improved gap size between All Student group and Indigenous students significantly improved in Writing from 2012, remained similar in Numeracy and a decrease in Reading
- Improvement relative to Nation is 100% positive

Year 5
- The gap between All Student Group and Indigenous students increased in all areas, yet significantly higher than region and state.
- Year 5 % in Upper 2 Bands of NAPLAN statistically with equal or above Nation
- Improvement relative to Nation is 100% positive

Year 7
- The gap between All Student Group and Indigenous students increased in all areas, yet significantly higher than region and state.

2014 the school plans to participate in NAIDOC celebrations at Leichhardt State School.

Dedicated Indigenous Community Liaison Officer 0.2 FTE monitoring student wellbeing, attendance. Additional Indigenous Education Worker employed 2012 – continuing in 2014.