

# Leichhardt State School

## Queensland State School Reporting

### 2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mrs Michelle Hamlin (Principal) Mr Aaron Clavan (Deputy Principal).

## 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 21<sup>st</sup> 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 2014

Priority Area	Description	Progress in 2014
Reading	Examine Reading practices across school, develop Whole School Reading Program	Program completed and implementation is expected to be completed in 2015
Monitoring of student progress	Develop monitoring schedule for assessment and reading assessment practices	Completed and implemented
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.
Spelling	Implement Words Their Way spelling program  Spelling Shot warmups developed	Implemented and data gathering underway  Implemented on reflection these are being aligned with words Their Way
Transition	HOSES and staff working with local high schools to allow for successful transition of Year 6 & 7 students	Completed
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 2015  All staff active team members planning, implementing and sharing practices
Attendance	Continue to reflect on School wide Positive Behaviour practices  Development of Yubba Time program	Reward system revised and fully implemented in 2015  Fully implemented, continual reflective process to expand program to improve attendance and community and student engagement

### Future outlook

Reading	<ul style="list-style-type: none"> <li>• Introduction of Data Wall to monitor student progress</li> <li>• Implementation of Master Teacher (.4) to coach teachers in Guided Reading practices</li> <li>• Introduction of Data Books for goal setting and strategies for all students</li> <li>• Continue to ensure consistent whole school approach to reading is embedded</li> </ul>
School and community partnerships	<ul style="list-style-type: none"> <li>• Improve networks with outside agencies and develop community hub of Leichhardt State School</li> <li>• Focus on Early Childhood community to improve experiences of future students of LSS</li> <li>• Continue to develop links with High Schools especially in History and Geography intensive weeks</li> </ul>
Retention, Attainment and Transition of students	<ul style="list-style-type: none"> <li>• Continue to develop practices and programs for improved engagement through Yubba Time and History Geography intensive weeks</li> <li>• Attendance monitored regularly</li> </ul>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	262	117	145	80%
2013	234	92	142	79%
2014	252	105	147	85%

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

### Characteristics of the student body:

Leichhardt State School has approximately 27% Aboriginal and Torres Strait Islander enrolment with the remainder of the student from predominantly Caucasian background and 10% Pacifica origin. In 2015 we saw the arrival of newly settled African families of Sudanese origins. Students with disability make up approximately 11% of our school population.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	25
Year 4 – Year 7 Primary	22	22	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	80	77	155
Long Suspensions - 6 to 20 days	18	18	5
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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.

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

Comprehensive Year 7-8 and for the first time in 2014, Year 6-7, transition program with Ipswich State High School and Bremer State High School.

### Extra curricula activities

At Leichhardt State School in 2014 we introduced '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 3-7 students took part. Students are offered a range of high interest activities which are run by staff and community groups. On offer in 2013:

- Sports – netball, basketball, soccer, touch, rugby league, skipping
- Art and Craft – loom bands and visual art with our residential artist
- 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 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.

## 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, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	93%	92%	DW
this is a good school (S2035)	93%	96%	DW
their child likes being at this school* (S2001)	100%	96%	DW

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child feels safe at this school* (S2002)	86%	88%	DW
their child's learning needs are being met at this school* (S2003)	86%	88%	DW
their child is making good progress at this school* (S2004)	93%	96%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%	DW
teachers at this school motivate their child to learn* (S2007)	100%	88%	DW
teachers at this school treat students fairly* (S2008)	86%	92%	DW
they can talk to their child's teachers about their concerns* (S2009)	86%	96%	DW
this school works with them to support their child's learning* (S2010)	92%	88%	DW
this school takes parents' opinions seriously* (S2011)	85%	96%	DW
student behaviour is well managed at this school* (S2012)	86%	83%	DW
this school looks for ways to improve* (S2013)	85%	82%	DW
this school is well maintained* (S2014)	93%	96%	DW

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	92%
they like being at their school* (S2036)	93%	100%	86%
they feel safe at their school* (S2037)	93%	86%	88%
their teachers motivate them to learn* (S2038)	98%	100%	91%
their teachers expect them to do their best* (S2039)	100%	86%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	92%
teachers treat students fairly at their school* (S2041)	89%	92%	81%
they can talk to their teachers about their concerns* (S2042)	93%	92%	86%
their school takes students' opinions seriously* (S2043)	100%	85%	81%
student behaviour is well managed at their school* (S2044)	93%	64%	76%
their school looks for ways to improve* (S2045)	100%	100%	93%
their school is well maintained* (S2046)	98%	100%	90%
their school gives them opportunities to do interesting things* (S2047)	84%	77%	90%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	92%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they receive useful feedback about their work at their school (S2071)		100%	96%
students are encouraged to do their best at their school (S2072)		96%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		96%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		96%	100%
their school gives them opportunities to do interesting things (S2079)		96%	100%

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

# 'Agree' represents the 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 with fundraising in 2014 including successful application to the Gambling Fund for air-conditioning of several classrooms, ensuring all teaching spaces now have air-conditioning
- 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
- 

### 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.
- Introduction of Gardening groups and Environment Yubba Time groups to begin edible gardens and recycling.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	61,061	467
2012-2013	81,201	553
2013-2014	72,992	977

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.

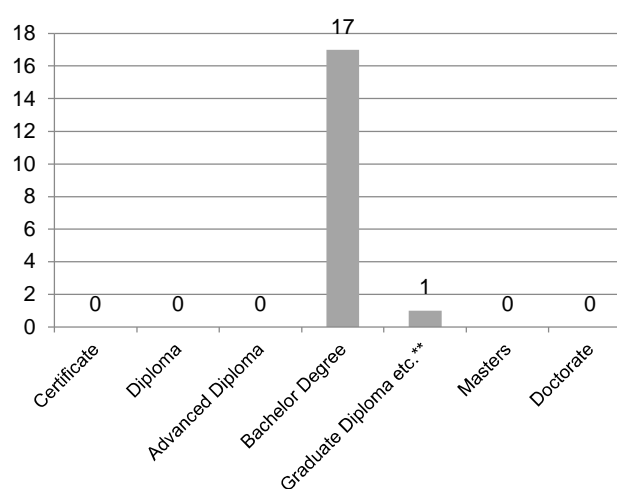
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	18	17	<5
Full-time equivalents	17	11	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
<b>Total</b>	<b>18</b>



\*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 2014 were \$14,005.94

The major professional development initiatives are as follows:

- Engagement of Ivana Jones for Explicit Instruction
- All staff attending Anita Archer Day hosted by QASSP
- Staff completing CPR
- Admin staff attending QASSP Retreat

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2014 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

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 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	85%	86%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

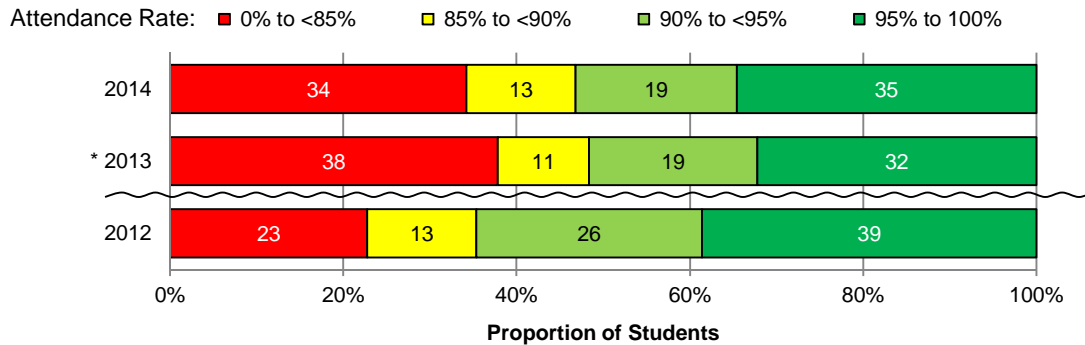
Student attendance rate for each year level (shown as a percentage)							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	91%	92%	90%	91%	89%	89%	88%
2013	84%	84%	85%	86%	88%	85%	79%
2014	86%	87%	85%	85%	88%	88%	86%

DW = Data withheld to ensure confidentiality.



## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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 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.

## 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.

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Search by suburb, town or postcode

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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

Attendance of Indigenous students increased from 79.2% to 84.7% in 2014

### Year 3

- NAPLAN Reading results for Indigenous students was significantly higher than non-Indigenous students (+43 compared to a gap of -68 for QLD schools)
- Writing was slightly lower for Indigenous students in writing (-6) and numeracy slightly higher (+8).
- All results certainly showing a strong trend of having 'closed the gap'

### Year 5

- The gap for NAPLAN results for Year 5 were approximately half of State and QLD gaps.

### Year 7

- All areas of NAPLAN showed higher results for Indigenous students than non-Indigenous students, with significantly higher results for Indigenous students in Numeracy compared to QLD and Metro schools.

2014 Leichhardt State School hosted NAIDOC celebrations for local schools including elders, high school and community services.