



School Improvement Unit Report

Leichhardt State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Leichhardt State School from 14 to 16 June 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	72 Samford Rd, Leichhardt
Education region:	Metropolitan Region
The school opened in:	1956
Year levels:	Prep to Year 12
Current school enrolment:	270
Indigenous enrolments:	31 per cent
Students with disability enrolments:	8.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	844
Year principal appointed:	2015
Number of teachers:	14.35 (full-time equivalent)
Nearby schools:	Ipswich West State School, Brassall State School, Blair State School, Churchill State School, Bremer State High School, Ipswich State High School
Significant community partnerships:	Mission Australia, Leichhardt One Mile Community Centre, Ipswich City Council, Leichhardt Baptist Church, St Edmunds College
Significant school programs:	Leichhardt Early Development Project, Abecedarian Approach (3a), Yubba Time, St Edmunds Mentoring Program, Rock and Water program



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Lead Principal
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and deputy principal
 - Support Teacher Literacy and Numeracy (STLaN) and Head of Special Education Services (HOSES)
 - Master teacher and guidance officer
 - 12 classroom teachers
 - Wellbeing officer, Indigenous liaison officer and chaplain
 - Parents and Citizens' Association (P&C) president and secretary
 - 19 parents/carers and 35 students
 - Administration officer and nine teacher aides
 - Leichhardt Early Development Project Team
 - Pastor Rob Howell, Baptist Church
 - Councillor for Ipswich City Council, Mr Charlie Pisasale
 - Principal of Ipswich State High School
 - Ipswich Early Education Centre

1.4 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Andrew Helton	Internal reviewer, SIU
Shelley Dole	External reviewer



2. Executive summary

2.1 Key findings

- The school has established extensive community partnerships which provide opportunities for improved learning outcomes.

The Leichhardt Early Development project connects the school with the Leichhardt One Mile Community Council, Mission Australia and the Ipswich City Council. This is a highly valued whole-of-community initiative to provide families education for supporting the development of young children.

- Parents and families are regarded as integral members of the school community. The school invests in promoting families as children's first teachers.

A home reading strategy has increased parent engagement in reading with their children. The Parents and Citizens' Association (P&C) provides funding to supplement school resourcing and facility upgrades. Recent fundraising has targeted the development of an outdoor eating area adjacent to the tuckshop as a future goal for the P&C.

- The school offers a broad range of programs to respond to student needs and interests.

Yubba (friendship) *Time* provides all students with a variety of small group activities on a term-by-term basis in a relaxed learning environment that provides opportunities for informal interactions between students, staff members and the wider community.

- The school leadership team has prioritised literacy areas of the curriculum for development and implementation.

A sequenced plan for the delivery of strands of the English curriculum is established. Reading and spelling are the current curriculum foci of the school. The school is yet to design and implement an explicit, coherent plan for curriculum delivery for all key learning areas across the school.

- The Australian Curriculum (AC) is delivered through selected Curriculum into the Classroom (C2C) units.

Staff members indicate they would like formal and facilitated planning processes to refine and adapt the assessment tasks. Processes are yet to be put in place for quality assuring the adjusted C2C units and assessment tasks.

- Student and staff members' wellbeing is a high priority.

Students and staff members recognise that the management of behaviour is an important area. Students and classroom teachers know the process for dealing with inappropriate behaviour. The principal acknowledges that further whole-school Professional Development (PD) is needed in relation to the Responsible Behaviour Plan for Students (RBPS).



- The school leadership team views reliable and timely school data as important to improving student learning outcomes.

Teaching staff and the Support Teacher Literacy and Numeracy (STLaN) collect information regarding student achievement using a number of sources. Some classroom teachers articulate the need for further data analysis skills to enable them to better understand and track students' learning progress to inform differentiated teaching practices.

- The school leadership team communicates expectations about the use of effective teaching strategies throughout the school.

A documented pedagogical framework is developed that provides an overview of a range of teaching practices. Ownership, understanding or implementation of this framework in the school to support teacher pedagogy and promote deep student learning is developing.

- Teaching staff can provide examples about where students are on the continuum of learning.

There is recognition by staff members that students are at different stages in the learning process and some resultant use of differentiated teaching is apparent. The process of feedback to students to assist in understanding their own learning varies from class to class.

- Staff members are a collegial team who are united to improve the learning opportunities for students.

Teaching staff use informal opportunities to plan together and exchange ideas on teaching practices. The school considers teacher aides as significant partners in the teaching and learning programs.



2.2 Key improvement strategies

- Continue to collaboratively design and implement an explicit, coherent plan for curriculum delivery.
- Provide collaborative opportunities for teachers to develop and share curriculum planning and assessment skills.
- Collaboratively review the RBPS to align expectations with the consequences for inappropriate behaviour.
- Develop staff data literacy skills to build the capacity and confidence of teaching staff to identify starting points for teaching, track student progress and reflect on the effectiveness of teaching practice.
- Collaboratively review the school's pedagogy framework to support enhanced classroom teaching approaches.
- Provide opportunities to share best practice within the school regarding the provision of structured feedback to students.