


Our staff profile

| | | |
|---|----------------|--|
|  | Postal address | 72 Samford Road Leichhardt QLD 4305 |
| | Phone | (07) 3813 3222 |
| | Fax | (07) 3813 3200 |
| | Email | the.principal@leichhars.eq.edu.au |
| | Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site . |
| | Contact Person | Mr Lee Gerchow Principal: National Partnership School |

Principal's foreword

Introduction

Leichhardt State School's Shared Vision

Literacy * Numeracy * the Arts * e-Learning (eLAN)

LSS 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 expects all students to learn and achieve personalised high standards and are 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 has respect for all students based on realistic ideas and expectations.

LSS 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

Our staff profile

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 positive behaviour support (SWPBS) linked with programs to support 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.

School progress towards its goals in 2010





Some major achievements in the 2010 school year include:

LEARNING

WHOLE SCHOOL FOCUS:-

-  Reading comprehension
-  Writing
-  Spelling, grammar & punctuation
-  Oral language
-  Comprehension of mathematical problems - students being able to identify and discuss their ways of working.
-  Teachers using achievement data to inform planning
-  Differentiation for individuals and groups
-  Modification for individuals and groups
-  Behaviour support program
-  Teachers utilising learning place objects for teaching and learning
-  Application of staff learning to improve student achievement up bands of the naplan data

SCHOOLS

-  Redistribution of Teacher Aide hours to support small group learning and Intervention programs in the above
-  Purchase of resources to support the Literacy Program – Guided reading books and programs
-  Introduction of a Literacy & Numeracy Assessment Framework with associated timelines.
-  Purchase hardware, software and peripherals as per ICT OLA to improve teaching and learning

Our staff profile

WORKFORCE

- ✚ Training of teacher aides to utilise literacy strategy skills
- ✚ All teachers trained in first steps in maths
- ✚ Pd for teachers in data gathering, analysis, planning with and tracking over time
- ✚ Professional development aligned to school strategic priorities
- ✚ Understanding and applying the professional standards for teachers
- ✚ Staff developing individual performance plans
- ✚ Health, safety & wellbeing of staff through school based events celebrating achievements

Future outlook

Key Strategies (Refer SSP 2010-2013)

Literacy – Focus on Guided Reading, Writing Narrative & Explicit teaching of spelling strategies

Numeracy – Focus on Number, Multiplicative Thinking & Higher Order Thinking through Investigations

The Arts – Effective Cultural Expression through the Visual Arts

e-Learning – Harnessing the ICT's Platform* (hardware and software)- *see ICTs Learning Plan

Emerging priorities

How and when teachers plan

Personalised learning for students

Clearly articulated goals for student learning

ICTs – provision of appropriate technology and the capability to utilise it in teaching and learning

Workforce Planning

Team building

Leadership capability

Embedding professional learning community processes and practices within and across sister schools

Professional learning opportunities (Functional Grammar, FSiM, Hidden Histories, NAPLAN Action Research Project with QUT, well-being and safety)

Our staff profile

School Profile

Coeducational Year levels offered: P-7

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2010 – Nov 2010) |
|-----------------|-------|------|--|
| 219 | 109 | 110 | 71% |

Characteristics of the student body:

Leichhardt State School has approximately 24% aboriginal enrolment with the remainder of the students from predominantly Caucasian background. SEP students make up approximately 6.9% of the population. 5.2% of students are in care of the state.

Class sizes – Proportion of school classes achieving class size targets in 2010

| Phase | Average Class Size | Percentage of classes in the school | | | |
|------------------|--------------------|-------------------------------------|--------------|-----------|-------------|
| | | On or under target | Under Target | On Target | Over Target |
| Prep – Year 3 | 22 | 80% | 80% | 0% | 20% |
| Year 4 – Year 10 | 24 | 50% | 50% | 25% | 50% |
| All Classes | 23 | 67% | 45% | 22% | 33% |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 68 |
| Long Suspensions - 6 to 20 days | 6 |
| Exclusions | <5 |
| Cancellations of Enrolment | 0 |

Curriculum offerings

OUR DISTINCTIVE CURRICULUM OFFERINGS:







- In 2010 we offered 10 classes: PL, P1/E, 1I, 2/3C, 4H, 4/5H, 5A, 5/6R, 6D, & 7T
- Learning Programs are designed each year around the needs of individuals, small groups and whole classes to meet the developmental learning needs of early years students, middle years students, students with disabilities, students with non-English speaking backgrounds, students with speech

Our staff profile

language difficulties, students Intellectual Impairments and Autism Spectrum Disorder.

- We have networked modern computers in a computer lab in the library.
- We run Arts & Dance Programs, for all year levels with a large Art Studio catering for a comprehensive Arts Program (specialist Arts teacher) and a Master Arts group for gifted and talented students supported by a practicing local aboriginal artist.
- Co-curricula programs for cultural and sporting areas provide a range of pathways to support individual gifted and talented students.
- Focus on fitness through SmartMoves, Fit & Fuelled, Coolsports and PCYC Partnerships
- Comprehensive Year 7-8 transition programs with Ipswich State High Schools Days of
- Experience.

EXTRA CURRICULA ACTIVITIES

-  Visiting Sports Coaches
-  Specialist Art Teacher & Master Arts Group
-  Homework Club
-  Fit & Fuelled
-  Coolsports
-  PCYC and Shine Programs for Year 7

How Information and Communication Technologies are used to assist learning:

- Computers are used in a range of different ways in the classroom and Computer Lab located in the library Technology Hub and mini 'hubs' throughout the school.
- Computer programs are used to develop drill and rote type strategies in literacy & numeracy as well as the internet for research and focussed activities and teaching specific
- ICTs skills e.g. Microsoft Word, PowerPoint etc.
- Many of the computer programmes are purchased to cater for students with special needs as well as students with advanced needs of support.
- All students have been given internet access through their own user name and password.
- Wireless network also assists in other areas of learning with teachers using eLearning experiences and virtual classroom activities by the use of interactive whiteboards in all learning spaces.

Social climate

- Promotion of a positive learning and social environment through:
- Full time Learning Engagement Officer whose role it is to assist children to engage in learning on a daily basis and to coordinate the School-Wide Positive Behaviour Support -
- SWPBS - a safe, supportive learning and social environment incorporating system.
- This programme has been successful in significantly reducing the numbers of school

Our staff profile

- Disciplinary absences since 2006 have reduced. Kids Matter and You Can Do It are programs recently introduced which support the social and emotional welfare of our students.
- A strong focus on pastoral care; Breakfast Club, Games Club, TLC
- A chaplaincy programme focussing on resilience and self-worth
- A proactive Responsible Behaviour Learning Strategy strongly linked to the SWPBS system
- Embedded anti-bullying/social skilling strategies – Hi-Five, Games Factory
- Empowerment through student leadership roles (School Captains & Sports Captains
- National Leader’s Day Conference, Student Council)
- Celebrating culture and diversity through Harmony Day, ANZAC Day, Australia Day, and NAIDOC Celebrations
- In 2010 we signed an agreement with the Indigenous Community and formed an Aboriginal and Torres Strait Islander Reference group consisting of 12 members who meet at least once a term with the school leadership team




Parent, student and teacher satisfaction with the school

| Performance measure | Result 2010 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 71% |
| Percentage of students satisfied that they are getting a good education at school | 85% |
| Percentage of parents/caregivers satisfied with their child’s school | 67% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 78% |
| Percentage of staff members satisfied with morale in the school | 88% |

Involving parents in their child’s education.

- ✚ Parents & Citizen’s Association
- ✚ Open Days
- ✚ Parent Information Afternoons and forums
- ✚ Class celebrations
- ✚ School Newsletter
- ✚ Report Cards – twice yearly
- ✚ Parent/Teacher interviews twice yearly and as needs basis

Our staff profile

-  Informative and up-to-date school website
-  Informative and up-to-date school sign
-  Local media advertising and editorials

Reducing the school's environmental footprint

Solar panels have recently been installed on one building. Blinds have been installed in all classrooms to reduce glare/heat. Rainwater tanks service the toilets in the hall and library

| Year | Total | Electricity | Sewerage | Waste | Water |
|-------------------------|----------|-------------|----------|-------|---------|
| 2010 | \$43,240 | \$17,013 | \$19,015 | \$0 | \$3,487 |
| 2009 | \$31,677 | \$10,633 | \$0 | \$0 | \$2,634 |
| % change 2009 - 2010 | 37% | 60% | N/A | N/A | 32% |

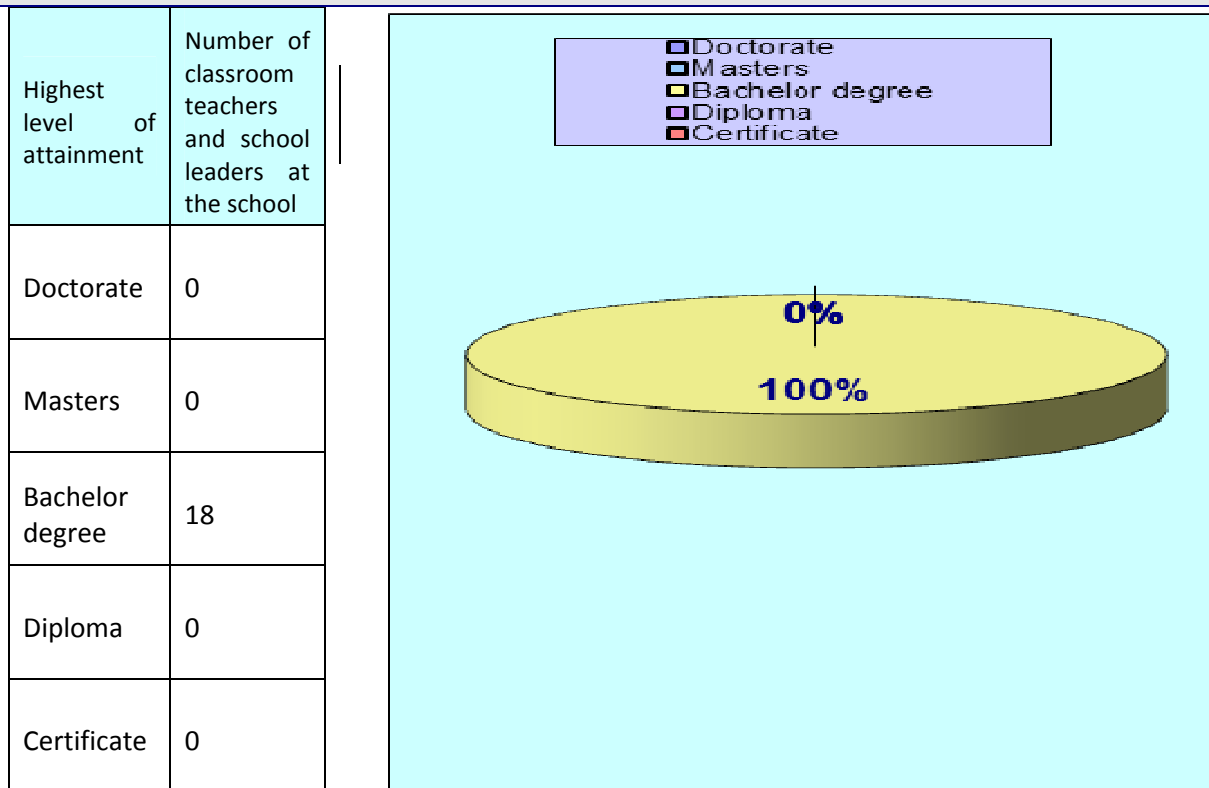
| Year | Gas | Other | Electricity KwH | WaterKL | GasMJ |
|-------------------------|-----|----------|--------------------|---------|-------|
| 2010 | \$0 | \$3,725 | 79,873 | 870 | 0 |
| 2009 | \$0 | \$18,410 | 163 | 826 | 0 |
| % change 2009 - 2010 | N/A | -80% | 48902% | 5% | N/A |

Staff composition, including Indigenous Staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 18 | 16 | <5 |
| Full-time equivalents | 16 | 10 | <5 |

Our staff profile

Qualifications of all teachers.



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2010 were \$42232.

The major professional development initiatives are as follows: Functional Grammar, First Steps in Maths, Staff Professional Development Retreat (Team Building facilitated by Dr Jenny Naylor) Guided Reading (Facilitated by Pat Edgar,) Principal's Leadership training and ICT's up skilling.

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 72% of staff was retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 90%.

Student attendance for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|--------|--------|--------|--------|--------|--------|--------|
| 89% | 90% | 86% | 88% | 90% | 92% | 91% |

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 SS rolls are marked twice daily. Teachers phone parents where there is unsatisfactory reason for non-attendance.

Our students are signed out at the office and a slip then handed to the Class Teacher to release the students. This is used for the school attendance record on the roll.

Sustained absences are followed up with phone calls and or letters by Administration.

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.

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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

Attendance

From 2009 there has been a 1.1% increase in attendance rate to 2010. The gap has decreased by 0.3% between indigenous and non-indigenous attendance.

Attainment

Trends from 2008-2010 indicate significant improvement both in writing and numeracy and a substantial shift in reading from 09 to 10 where the indigenous mean improved by 40 on a scale score thus eliminating the gap.

In 2008 the gap for writing was 164 on a scale score and in 2010 the gap was closed and is now -73

In numeracy with the gap has been consistently non-existent with the indigenous mean above the non-indigenous

As a demonstration of success for the work done in engaging with the indigenous community around the focus on learning the 2010 indigenous mean scale score in reading writing and numeracy are close to the National and Qld State Schools mean for **all** students.