	PO address	72 Samford Rd Leichhardt 4305
	Phone	07 3813 3222
	Fax	07 3813 3200
	Email	theprincipal@leichharss.eq.edu.au
	Website or Contact Person	<a href="http://www.leichharss.eq.edu.au/annualreport.pdf">http://www.leichharss.eq.edu.au/annualreport.pdf</a>

## Principal's foreword

### Introduction

At Leichhardt State School we value teamwork. We believe the partnerships between staff, students, parents and the wider school community play an important role in maximizing the students learning outcomes.

Success is our main aim, and we measure student success not only by test scores and grades but also by attitude, self esteem, and happiness.

#### Our Shared Vision

'Successful students from Leichhardt State School will have utilised their diverse learning styles in an efficient and competent manner which clearly demonstrates that they can be self motivated, independent learners who, within their ability levels, have the capacity to draw on the educational foundations the school has provided, to enable them to become effective, functioning citizens in any society that confronts them in their future lives.'

### Future outlook

Improvement Priorities for the 2009 School Year:

#### LITERACY

Whole school focus :-

Reading Comprehension

Writing

Spelling, Grammar & Punctuation

#### NUMERACY

Whole School focus :-

Comprehension of mathematical problems

Students identifying their Ways of Working

**INCLUSIVE PLANNING & TEACHING INFORMED BY STUDENT ACHIEVEMENT DATA**

Teachers using data to inform planning that shows:-

Differentiation for individuals and groups

Modification for individuals and groups

Behaviour/Emotional & Social Support Programs

**ICTS - INFRASTRUCTURE, SOFTWARE & EMBEDDING IN TEACHING & LEARNING**

Teachers achieving and implementing the use of:-

ICTS Certificate

ICT Pedagogical Licence

**COMMUNITY OF LEARNERS**

Professional development that is aligned to our strategic priorities

Understanding and applying the Professional Standards for Teachers

Staff developing Individual Performance Plans

Health, Safety & wellbeing of Staff and Students

### School Profile

The school draws its enrolment of approximately 200+ students from the surrounding areas of Leichhardt, One Mile and Wulkaraka with approximately 95% of students living within these boundaries. Students walk, cycle or are driven to school.

- The community is an area of renovated ex-defence department and public housing estates many of which now reflect the private home ownership of the balance of the community. It is still identified as a low socio-economic area by the IRSED index.
- The gender ratio of our student population is fairly even with 52% male students and 48% female students.
- The student population includes a variety of ethnic backgrounds including Samoan and Cook Islander while students of indigenous background comprise approximately 18% of enrolments.
- In addition to classroom programs, students experiencing difficulty are supported by teacher aides provided by the school through IESIP funds and ITAS programs, as well as a number of EQ, school and cluster initiatives, incorporating the use of indigenous community organisations.

### Curriculum offerings

#### OUR DISTINCTIVE CURRICULUM OFFERINGS:

In 2008 we offered nine classes: - PrepL, Prep/1E, 2/3I, 2/3C, 3H, 4A, 4/5R, 5/6D and 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 language difficulties, students Intellectual Impairments and Autism Spectrum Disorder.

We have networked modern computers in a computer lab in the library.

We run Arts & Drama 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.

Co-curricula programs for cultural and sporting areas provide a range of pathways to support individual gifted and talented students.

Comprehensive Year 7⇒8 transition programs with Ipswich State High Schools Days of Experience.

## Our school at a glance

Our Leadership programme includes school leaders attending National Leaders Day Conference; Shine programme for year 7 girls and PCYC programme for Year 7 boys

### Extra curricula activities

- Interschool sport
- Instrumental music programme
- Visiting Sports Coaches
- Specialist Art Teacher

### How computers are used to assist learning

Computers are used in a range of different ways in the classroom and Computer Lab located in the library.

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 –i.e. library annexe.

### 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 disciplinary absences since 2006;

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, Australia Day, NAIDOC celebrations

### Involving parents in their child's education.

Active Parents & Citizen's Association

School Tuckshop

Open Days

Parent Information Afternoons

## Our school at a glance

Class celebrations

School Newsletter

Report Cards – twice yearly

Parent/Teacher interviews twice yearly and as needs basis

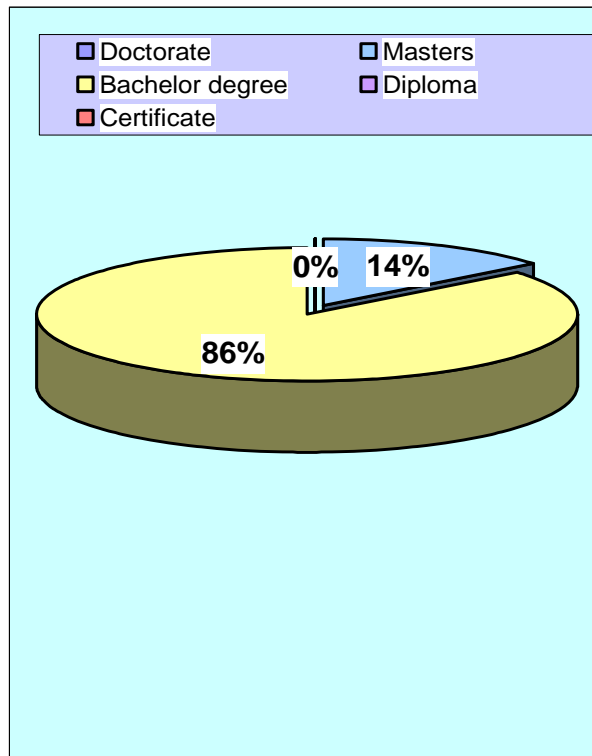
Informative and up-to-date school website

Informative and up-to-date school sign

## Our staff profile

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	12
Diploma	0
Certificate	0



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$17750 .

The major professional development initiatives are as follows:

QCAR Implementation

Assessment Immersion

STARS (Leadership Programme – two delegates)

PLOT: The Art of Facilitation (HOC delegate)

CAR (Conversations Around Reading)

Games Factory

Maths Investigations & Problem Solving

Compulsory Literacy Training

The involvement of the teaching staff in professional development activities during 2008 was 91 %.

### Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 91% in 2008.

## Our staff profile

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 87 % of staff were retained by the school for the entire 2008 school year.

## Student attendance

The average attendance rate as a percentage in 2008 was 91 %.

## Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	280	378	464
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard. 2008	55%	56%	65%
Writing	Average score for the school	299	383	437
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard. 2008	61%	61%	68%
Spelling	Average score for the school	272	375	450
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard. 2008	45%	50%	68%
Grammar and Punctuation	Average score for the school	246	385	456
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard. 2008	45%	72%	68%
Numeracy	Average score for the school	279	385	488
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard. 2008	55%	61%	85%

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	37%
Writing	37%
Number	33%

## Value added

School-wide Positive Behaviour Support has seen increased engagement by students in classrooms. Strategies associated with this initiative are also reducing areas of disruption by allowing teachers to continue teaching when students misbehave. As a result we anticipate a positive impact on academic results. Processes being implemented around the identification and support of students with special needs have identified a number of students who require specialised support. These students are monitored closely or have been provided with appropriate educational adjustments to address their individual learning needs.

## Parent, student and teacher satisfaction with the school

Parent satisfaction surveys in 2008 showed improvement in all performance areas and response items. Especially significant was satisfaction with the way the school communicates with parents which was significantly above state mean.

Percentage of students and parents/caregivers satisfied that they are getting a good education at this school

- 66% students (10% improvement on 2007)
- 71% parents (15% improvement on 2007)

Percentage of workforce satisfied with team spirit among the staff 83% (significantly above state mean)

Percentage of staff satisfied with access to quality professional development opportunities 72%

## School Disciplinary Absences

July 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the [Education \(General Provisions\) Act 2006](#) outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

Student Counts	2006	2007	2008	2009
Full-time Enrolment*	249	217	202	230

Disciplinary Absences	Reporting Period			
	2006 Full Year	2007 Full Year	2008 Full Year	2009 Semester 1
Short Suspensions - 1 to 5 days	50	62	41	27
Long Suspensions - 6 to 20 days	5	9	15	0
Exclusions	<5	0	0	<1
Cancellations of Enrolment	0	0	0	0

\* The enrolment figures are counts of full-time students. 2006 - 2008 enrolment data are sourced from August (Census) Corporate Data Downloads, and 2009 enrolment data are sourced from the February Corporate Data Download.