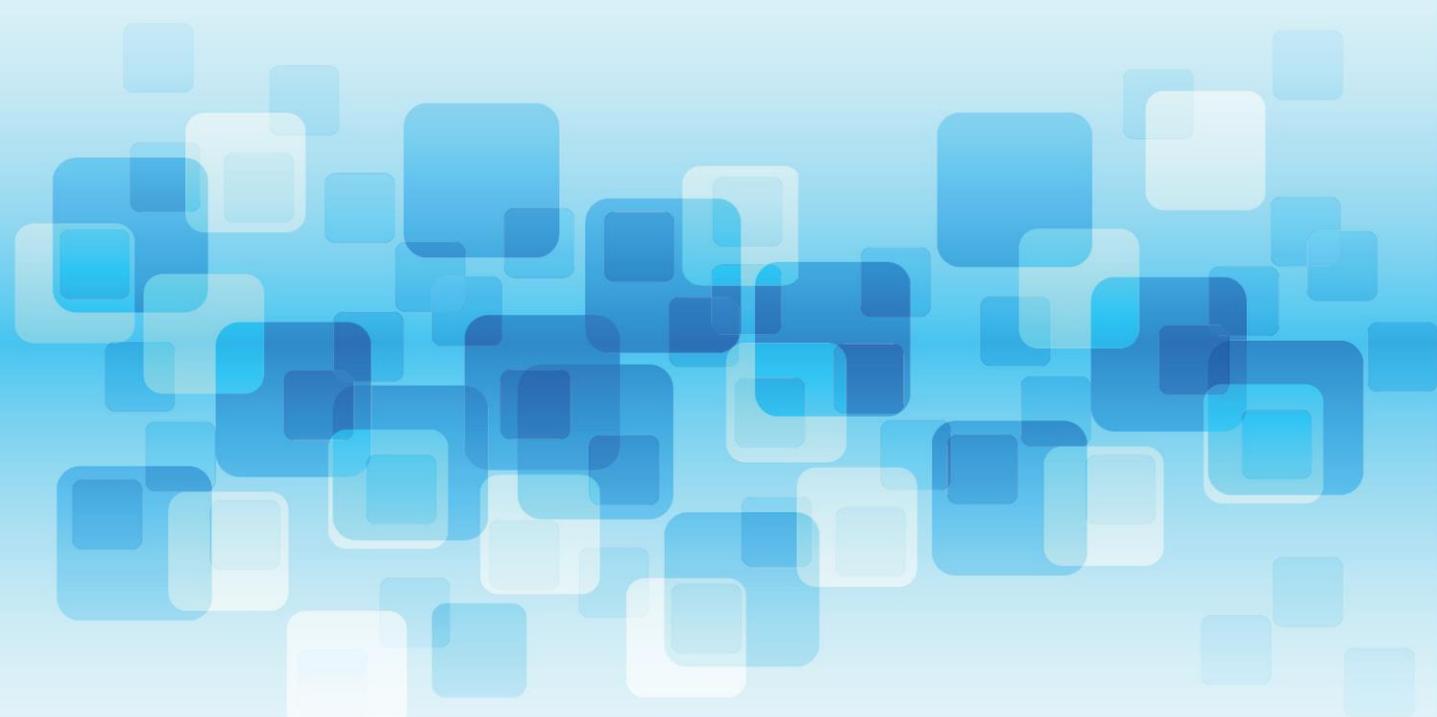




# School Improvement Unit Report

## Laidley District State School Executive summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Laidley District State School from 28 to 30 July 2015. 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

<b>Location:</b>	2232 Patrick Street, Laidley
<b>Education region:</b>	Darling Downs South West
<b>The school opened in:</b>	1999
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	386
<b>Indigenous enrolments:</b>	9 per cent
<b>Students with disability enrolments:</b>	7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	912
<b>Year principal appointed:</b>	2015 (acting)
<b>Number of teachers:</b>	26
<b>Nearby schools:</b>	Laidley State High School, Faith Lutheran College, St Mary's Primary School Laidley, Hatton Vale State School, Blenheim State School, Kentville State School, Lockrose State School, Glenore Grove State School
<b>Significant community partnerships:</b>	C&K Laidley Kindergarten, Free Range Kids Childcare, Kambu Health, Butterfly Kids, Platforms Project, Medicare Local
<b>Unique school programs:</b>	Low and high ropes courses



### 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 Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Deputy Principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Differentiation Coach
  - 16 classroom teachers, two specialist teachers and four support teachers
  - School chaplain and youth worker
  - 16 Year 6 student leaders
  - Parents and Citizens' Association (P&C) vice-president and 14 parents
  - Three external early childhood education centres (ECECs) including the local crèche, kindergarten and day care facilities
  - Butterfly Kids child psychologist

### 1.4 Review team

Evan Willis	Internal Reviewer, SIU (Review chair)
Bert Barbe	Internal Reviewer, SIU
Frank Schoonderbeek	External Reviewer



## 2. Executive summary

### 2.1 Key findings

- The principal and other school leaders articulate a shared commitment to improvement.

Attendance, behaviour and reading are key components within a wide ranging improvement agenda.

Increasing levels of student achievement remains a critical focus for school improvement.

- There are well-defined processes in place for data collection, analysis and presentation.

Data is used in most classrooms to set student learning goals. Extensive, reliable and accurate data sets are used effectively to improve attendance, monitor and support behaviour management.

- There is a general belief that all students are capable of learning.

There is a need to foster a whole of school community belief that students can achieve at higher levels. Expectations relating to higher levels of performance are not evident across the school. Student feedback needs to be timely and informative.

- The school is well resourced.

There is a range of technology available across the school including interactive whiteboards, laptops, pods of computers and iPads. The school is yet to make greater use of these tools to provide learning opportunities for the full range of students.

- Priorities for learning are well established.

Rigorous school-wide priorities are in place for literacy and numeracy. These curriculum priorities are tracked throughout the school.

- A model for identifying the learning needs for every child has been introduced at the school.

Teachers state that differentiation forms one of the central elements for nurturing learners at the school. Plans to implement differentiation are in place. However, differentiation strategies are yet to be embedded in teacher's practice across the school to ensure all students receive targeted learning experiences.



## 2.2 Key improvement strategies

- Narrow the focus of the School Improvement Agenda and clearly define priorities with explicitly stated school improvement targets and timelines.
- Communicate explicit aspirational targets for student achievement levels to parents, staff and students.
- Develop a clearly defined program of differentiation that focuses on high value strategies.
- Review feedback processes for student learning to include evidence-based strategies that provide explicit and timely guidance for students.
- Engage teachers in exploring opportunities that maximise the use of digital devices to differentiated teaching and learning.