

Laidley District State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Laidley District State School** from **8 to 10 October 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Darren Marsh	Internal reviewer, SIU (review chair)
Michael Hoey	Peer reviewer
Judi Hanke	External reviewer



1.2 School context

Location:	Patrick Street, Laidley
Education region:	Darling Downs South West Region
Year opened:	1999 – present campus when Laidley North State School and Laidley South State School combined to create Laidley District State School.
Year levels:	Prep to Year 6
Enrolment:	409
Indigenous enrolment percentage:	21 per cent
Students with disability enrolment percentage:	8.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	927
Year principal appointed:	2017
Day 8 staffing teacher full-time equivalent (FTE):	26.62
Significant partner schools:	Laidley State High School, Forest Hill State School, Hatton Vale State School, Blenheim State School
Significant community partnerships:	Laidley Community Centre, West Moreton Health
Significant school programs:	URSTRONG – Friendology 101; Science, Technology, Engineering and Mathematics (STEM) – Cluster Professional Learning Community (PLC); Indigenous – Connecting through Culture, High and low ropes course; Together4Lockyer; Communities of Practice (CoP) – Transitions; Moderation project; Early Childhood Developmental Program (ECDP); Community Hub – playgroup, drop-in health clinic, Anglicare



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), 17 teachers, three support teachers, music teacher, Language other Than English (LOTE) teacher, ECDP teacher, Business Manager (BM), seven teacher aides, two office staff, Parents and Citizens' Association (P&C) president, 27 parents and 71 students.

Community and business groups:

- Director of Free Range Kids child care centre and manager of the Laidley Community Centre.

Partner schools and other educational providers:

- Principal of Laidley State High School.

Government and departmental representatives:

- Councillor for Lockyer Valley Regional Council, State Member for Lockyer and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Transitions and Communities of Practice
Investing for Success 2019	Strategic Plan 2017-2020
School Opinion Survey	Together4Lockyer documents
OneSchool	School budget overview
School newsletters and website	Curriculum planning documents
Individual Curriculum Plans	LDSS Inclusion Policy and related documents
School pedagogical framework	Report cards
School Data Profile (Semester 1, 2019)	Professional development plan 2019
Headline Indicators (April 2019 release)	Responsible Behaviour Plan for Students
Report Card and NAPLAN update Semester 1 2019	2019 Laidley District State School Assessments and Benchmarks
School Assessment, Reporting and Recording document	LDSS Parent and Community Engagement Framework
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

A school-wide commitment to successful learning is displayed at the school as reflected in the positive tone amongst students, staff, parents and the wider community.

Positive and caring relationships are viewed as the key to successful learning. Staff members work hard to build mutually respectful relationships across the school community. The Responsible Behaviour Plan for Students (RBPS) 2019 reflects the school values of *'Respect, Responsibility and Resilience'*. The recently introduced URSTRONG program is implemented to promote and strengthen relationships across the school. Within the program students are taught skills to understand healthy friendships and skills that reinforce the school values.

A commitment to professional improvement is apparent across the school with a strong culture of collegiality.

School leaders place a high priority on the ongoing development of all staff and the promotion of a school-wide learning culture. The capability building of staff is prioritised and aligned to areas of school improvement. Teachers articulate valuing interactions with their colleagues and school leaders. They take personal and collective responsibility for improving student learning by embracing new ideas and approaches. Staff express a commitment to the learning and wellbeing outcomes for every student at the school.

The school has developed an explicit plan for curriculum delivery that identifies when each learning area is taught and assessed across the years of learning.

Teachers in year level teams utilise overviews to create unit plans, assessment tasks and marking guides. Opportunities to make the curriculum locally relevant is an emerging practice across the school. School leaders and teachers express a commitment to the development of units that are integrated and align with local events, celebrations and commemorations. Curriculum planning time is provided during staff development days. Teaching staff members articulate a desire to further deepen their knowledge of the Australian Curriculum (AC) through collaboratively designing units in year level teams with curriculum leaders.

Staff members express the belief that all students are capable of learning successfully when motivated and provided with the appropriate support and opportunities to demonstrate their learning.

Classroom teachers are encouraged to identify and address the learning needs of the full range of students. Teachers recognise that students may be at different stages in their learning and may be progressing at different rates and articulate a belief in every student succeeding. A consistent whole-school approach to differentiation for the full range of learners including high-performing students is emerging.



School leaders and teachers give a high priority to the school-wide analysis and discussion of data regarding student academic outcomes, behaviour and attendance.

Staff members recognise the analysis and monitoring of school achievement data as crucial to school improvement. The school recognises the importance in the way teachers utilise data they collect, and the skills required to successfully interpret and analyse this data. Teaching staff articulate that they appreciate the opportunities to grow their professional learning regarding the utilisation of data. Teachers express a view to continue to grow their capability in using data to inform their teaching and the next steps for student learning.

The school has collaboratively developed a vision to drive school improvement.

The vision is *'to provide innovative opportunities that empower students, embrace diversity and engage our community'*. Staff members are united and committed to improved learning outcomes for all students. Four areas are identified at the school as the Explicit Improvement Agenda (EIA) of mathematics, Science, Technology, Engineering and Mathematics (STEM), community engagement and reading. The administration team meets each week to discuss progress of the EIA strategies. The systematic evaluation of the effectiveness of strategies associated to the EIA in producing the desired improvements is emerging.

School leaders express the importance of engendering a positive and inclusive culture that caters for the needs of all students.

Classroom teachers and specialist staff work to identify and address the learning needs of all students, recognising that they may be at different stages in their learning and may be progressing at different rates. Parents articulate that they are well informed regarding their child's progress and the next steps in regards to their child's learning.

The school builds partnerships with community organisations, cluster schools, allied health providers and local and state government representatives to enhance opportunities and outcomes for students and families.

Partnerships with the school have clear, collaboratively developed statements of purpose and adopt evidence-based approaches to supporting students and their families. Together4Lockyer is a network of organisations and community members focused on enhancing the development of children and families living in the region. The school leads this work within the wider community. It has been a key driver in the establishment and growth of the Lockyer Early Years Educators (EYE) network in addition to introducing the 'Connecting through Culture' program. This program fosters partnerships with Kambu Aboriginal and Torres Strait Islander Corporation for Health service and local Indigenous Elders. The program aims to connect families to relevant support services and to provide cultural experiences for students through the implementation of a language and Arts program. In 2019 the school has been successful in winning the Regional Showcase Award for Excellence in Aboriginal and Torres Strait Islander Education, in recognition of their work in embedding Indigenous culture throughout the school.



2.2 Key improvement strategies

Identify opportunities to collaboratively plan units of work in year levels with school leaders, aligned to whole-school curriculum planning expectations, further building staff knowledge and understanding of the AC.

Strengthen teacher understanding and application of the whole-school approach to differentiation to meet the needs of all learners, including high achieving students.

Consolidate and expand staff data literacy using an approach of building teacher capability in triangulating student achievement data to identify the next steps for teaching and student learning.

Strengthen the process of monitoring and evaluating the effectiveness of EIA strategies against whole-school and individual student learning targets.