

Laidley District State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Laidley District State School** from **19 to 21 April 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

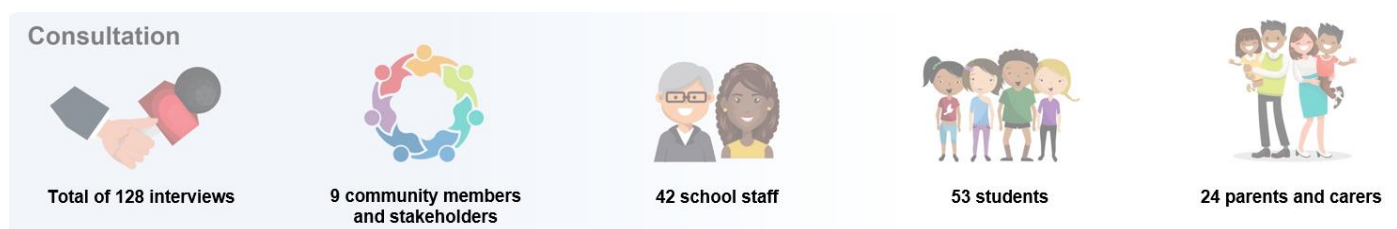
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Keith Graham	Internal Reviewer, SRR (review chair)
Louise Wilkinson	Internal Reviewer
John Collins	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Yugerra and Ugarapul
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	393
Indigenous enrolment percentage:	23%
Students with disability percentage:	14.5%
Index of Community Socio-Educational Advantage (ICSEA) value:	917

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **8 to 10 October 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 927 and the school enrolment was 409 with an Indigenous enrolment of 21% and a student with disability enrolment of 8.5%.

The key improvement strategies recommended in the review are listed below.

- 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 Australian Curriculum (AC). (Domain 6)
- Strengthen teacher understanding and application of the whole-school approach to differentiation to meet the needs of all learners, including high-achieving students. (Domain 7)
- 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. (Domain 2)
- Strengthen the process of monitoring and evaluating the effectiveness of Explicit Improvement Agenda (EIA) strategies against whole-school and individual student learning targets. (Domain 1)

2. Executive summary

2.1 Key affirmations

The school is friendly and welcoming, where staff work collegially within their teams.

The school environment is friendly, warm and welcoming, and a sense of belonging permeates the school community. A strong emphasis is placed on building and maintaining positive and caring relationships between staff, students and parents. Leaders recognise that quality teaching and cohesive teams, supported by ongoing Professional Development (PD), enrich wellbeing and learning outcomes for all students. Teachers speak positively of the collegiality within their teams and of the professional sharing of expertise and resources.

Staff are committed to helping students achieve success.

Parents appreciate the efforts made by leaders and teaching staff to build professional capability in helping all students learn and grow. They recognise that staff endeavour to do their best every day to modify learning experiences, make the curriculum accessible, and help all students realise their potential. Staff are committed and united behind the improvement priorities and talk proudly of the role they play in supporting the delivery of learning activities for all students.

Indigenous cultures and perspectives are embraced with genuine connections to local community.

The engagement of a Community Education Councillor (CEC) has added to staff members' ability to enable and empower First Nations students and families. Leaders indicate that cultural knowledge is building across the school through initiatives including 'Didge Boys', choir, a Yarning Circle, Elders Days and in-class support for teachers and identified students. Leaders, staff, family and community members speak positively of improved attendance and engagement from Aboriginal students and Torres Strait Islander students.

Comprehensive early years partnerships support local families.

Leaders recognise the important role partnerships play in enhancing learning and wellbeing outcomes for all students. Partnerships are fostered with a range of community organisations, schools, early education providers and government agencies. Many staff, families and community members convey that community partnerships are a genuine strength of the school. The school is an active member of the Early Years Educators (EYE) network and is a founding member of the Together4Lockyer (T4L) community group. Partnerships with West Moreton Health (WMH), other community organisations, and the school's playgroup service provide support for all families and help improve the lives of young children.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Collaboratively review the Student Code of Conduct to clarify expectations and build consistency in implementing agreed school-wide behaviour management processes.

Collaboratively develop a framework and associated processes to strengthen student and staff wellbeing outcomes.

Domain 8: Effective pedagogical practices

Embed learning walls as a high-impact strategy across the school to enhance student engagement and build responsibility for their own learning.

Domain 7: Differentiated teaching and learning

Provide ongoing professional learning to build teacher capability to confidently implement adjustments at the teaching sequence level for the full range of students, including higher achieving students.