



School Improvement Unit Report

Loganholme State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Loganholme State School** from **9 to 11 November 2016**.

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 consider in consultation with its regional office and school community.

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

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Leanne McNamara	Peer reviewer
Jim Horton	External reviewer

1.2 School context

Location:	Wandilla Crescent, Loganholme
Education region:	South East Region
Year opened:	1873
Year levels:	Prep to Year 6
Enrolment:	526
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1004
Year principal appointed:	2016 (acting)
Full-time equivalent staff:	29
Significant partner schools:	Shailer Park State High School, Shailer Park State School
Significant community partnerships:	Logan Police-Citizens Youth Club (PCYC), Loganholme Independent Grocers of Australia (IGA), Lighthouse Education Foundation, Wandilla Magic Childcare Centre, Young Men's Christian Association (YMCA)
Significant school programs:	Professional Learning Teams, School Leadership Program, Coding Club, Prep Transition Program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, 30 teachers, two specialist teachers, two Special Education Program (SEP) teachers, two teaching and learning coaches, seven teacher aides, 185 students, tuckshop convenor, school facilities officer and two cleaners.

Community and business groups:

- PCYC

Partner schools and other educational providers:

- Principal, Shailer Park State High School

Government and departmental representatives:

- ARD and Councillor Stacey McIntosh.

1.4 Supporting documentary evidence

Annual Implementation Plan 2013-2016	School Data Profile (2016 Semester 2)
Investing for Success 2016	School budget overview
Headline Indicators (2015 release)	School newsletters and website
OneSchool	School Opinion Survey
School pedagogical framework	Professional development plans
Assessment Plan, Term 4 2016	Responsible Behaviour Plan
Roles and Responsibilities Statement Term 4 2016	Curriculum planning documents



2. Executive summary

2.1 Key findings

All staff members are dedicated to improving learning outcomes for students.

Many parents and members of the wider community express the view that the professionalism and dedication of staff members is strongly valued. The school has established partnerships with parents, early childhood centres, the local high school, local businesses and other agencies for the purpose of improving outcomes for students.

The school's leadership team and staff members are committed to implementing an improvement agenda which is focused on Explicit Direct Instruction (EDI), Professional Learning Teams (PLT) and attendance.

The school chose the EDI approach based on the research of John R. Hollingsworth and Silvia E. Ybarra in 'Explicit Direct Instruction (EDI): The Power of the Well-Crafted, Well-Taught Lesson'¹ in 2015 as a method of curriculum delivery. The prime purpose is to improve student learning outcomes as measured through the National Assessment Program – Literacy and Numeracy (NAPLAN). Lessons are delivered across the school in a highly structured manner.

The school leadership team clearly articulates and demonstrates their belief that the school-wide collection and analysis of data is critical to the implementation of the school's improvement agenda.

Analysis of attendance, behavioural and achievement data is used to measure growth across the school. The need for the vertical alignment of achievement data between year levels is recognised. A school-wide assessment and reporting schedule to guide summative assessment to determine A-E Levels of Achievement (LOA) based on the achievement standards from the Australian Curriculum (AC) for future planning and action is yet to be developed.

Classroom lesson structures and expectations are consistent school wide, prioritising considerable time on learning intent, success criteria, connecting prior knowledge and checking for understanding.

School leaders routinely evaluate the effectiveness of student learning. They are yet to evaluate the effectiveness of EDI and use these evaluations to make adjustments to whole-school practice to improve student learning outcomes.

¹ Hollingsworth, J. R., & Ybarra, S. E. (2008). *Explicit direct instruction (EDI): The power of the well-crafted, well-taught lesson*. Corwin Press.



The school leadership team is actively promoting inquiry-based learning in science.

A science coach is team-teaching and assisting with resourcing in most year levels and has a clear vision for meeting the expectations and standards of the AC in the future. Teachers are enthusiastic regarding this initiative.

Staff members across the school acknowledge the need to respond to and extend high achieving students.

There is scope for a greater range of opportunities to extend the learning, provide greater challenge and increase engagement for high achieving students.

The development of an Information and Communication Technology (ICT) infrastructure and a relevant ICT strategy to support learning is identified by the leadership team as a priority.

Many teachers indicate they would like to utilise ICT to implement the AC. The use of ICT in classrooms by students is not yet apparent.

School staff members are committed to the success of all students and there is a strong belief across the school that all students can learn and achieve.

Some use is made of differentiated teaching. In most classes the same curriculum is taught to all students with similar levels of individual support. There is a concerted effort from teaching staff members to understand all students' current knowledge, skills, learning difficulties and misunderstandings in the areas of reading, writing and number to identify appropriate starting points for learning.

The PLTs are highly valued by teaching staff members and provide opportunities for teachers to work together and share the planning workload.

A culture of collaboration and autonomy is developed. Protocols for PLT meetings are expected and maintained, and minutes kept. The school leadership team is exploring implications of accreditation as a Quality Assurance (QA) measure.

2.2 Key improvement strategies

Review the school's Explicit Improvement Agenda (EIA) with a focus on specific areas of the AC incorporating measurable goals, targets and timelines.

Develop a comprehensive assessment schedule based on the requirements of the AC to ensure sufficient time is available for all teachers to deliver a balanced curriculum.

Monitor the agreed teaching practices across the school to ensure that the EDI approach is effective in delivering maximum learning outcomes for all students.

Implement effective pedagogies incorporating inquiry-based learning to develop higher order thinking across the curriculum.



Support classroom teachers in planning differentiated learning experiences for high achieving students to ensure they are appropriately engaged, challenged and extended in their learning.

Develop an ICT strategy to align with a school vision to address cross-curricular priorities of the AC incorporating digital pedagogy.