

Loganholme State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Loganholme State School** from **4 to 6 November 2020**.

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

1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Marie Whitfield	Peer reviewer
David Curran	External reviewer



1.2 School context

Location:	Wandilla Crescent, Loganholme	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	576	
Indigenous enrolment percentage:	5.4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	987	
Year principal appointed:	Term 3, 2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), two Leading Learning Teachers (LLT), Business Manager (BM), two administration officers, 28 teachers, 10 teacher aides, guidance officer, schools officer, 60 students and 30 parents.

Community and business groups:

- Parents and Citizens' Association (P&C), coordinator Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC), coordinator Wandilla Magic Child Care Centre, coordinator Ascot Drive Early Childhood Centre, Loganholme Independent Grocers of Australia (IGA) and Loganholme Lighthouse Care.

Partner schools and other educational providers:

- Principal and deputy principal Shailer Park State High School.

Government and departmental representatives:

- State Member for Waterford and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School improvement targets
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
School Assessment Framework	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

Staff members are united in their commitment to students and their learning.

Staff are dedicated and work together to identify opportunities to improve the learning outcomes of students. Staff commitment to improve the quality of teaching and learning is apparent, including participation in Professional Learning Teams (PLT) and staff meetings to analyse data, case manage students and undertake professional learning conversations and collaborations. The role of teacher aides in supporting student learning is considered highly important in the delivery of learning programs, particularly in literacy and numeracy, for the range of learners.

The school's commitment to the transitioning and supporting of children into Prep is clearly apparent and highly regarded across the community.

The school has relationships with two key early childhood providers and staff from these centres speak highly of the school's commitment to and close working relationships regarding the transition process. Staff value the opportunity to work with school staff to support children with successful strategies and groupings prior to Prep commencement.

The school's leadership team and teaching staff express a commitment to implementing the Australian Curriculum (AC).

The year level plan consists of the curriculum intent statement, achievement standard, genre focus, summative assessment and mapping of the content descriptions and standards across the year for English, mathematics, science and Humanities and Social Sciences (HASS). Year level coordinators, in conjunction with Leading Learning Teachers (LLT) support the agreed planning process that includes moderation. Teaching staff identify that at times students may encounter a repetition of curriculum. Most staff identify that a whole of school curriculum overview for year levels and learning areas is yet to be detailed.

School leaders recognise that highly effective teaching is the key to improving student learning outcomes.

The pedagogical framework was revisited and refined in 2020. Staff discuss a range of effective pedagogical practices they have developed over time and use in their classrooms including Explicit Instruction (EI) and the Gradual Release of Responsibility (GRR) model. Some staff articulate they are aware of the pedagogical framework. They articulate their belief that there is lack of understanding and relevance in applying the framework in teachers' everyday work and are yet to engage with it.



The leadership team is committed to the development of staff into an expert teaching team.

Watching Others Work (WOW) provides staff with the opportunity to observe and obtain feedback on modelled, shared and guided reading. Teaching staff are able to access this via discussions with the LLT for their sector. Teacher aides are provided the opportunity to work with members of the leadership team to engage in coaching and feedback aligned to guided reading. Staff articulate that they are open to the notion of coaching and feedback. Some staff report variable opportunity to engage with their LLT through the WOW model.

A range of data is gathered, analysed, summarised and shared to support and monitor student learning and improvement.

A data framework includes the data collection summary that details the systematic collection of a range of student outcome data by year level with term-by-term data collection and standards for PM Benchmark running records with assigned levels. Other identified data includes learning area performance data, attendance data, and behaviour data. Staff members are at varying points in using a range of data as a basis for tracking student outcomes, identifying the starting points for learning and planning targeted support for students. Staff indicate that extensive data is collected and is yet to be fully utilised to inform practice.

A Positive Behaviour for Learning (PBL) philosophy is in the early stages of introduction.

A team of teachers and leadership team members has commenced working with the regional coach to provide the first steps to training and school implementation. PBL is articulated as an emerging practice within the school. Many teaching staff indicate a degree of concern regarding the implementation of PBL in the near future due to not yet fully understanding the philosophy, systems and processes associated with PBL, and their confidence to use this approach effectively.

Parents are highly appreciative of the efforts of staff and their commitment to their child.

Parents and families are recognised as integral members of the school community and the efforts made by staff members to keep parents informed of student learning programs and student progress is greatly appreciated. Parents are kept informed through class information newsletters, the school eNewsletter, website, Facebook and class email when necessary.

PLTs are an established and prominent feature of the school's collaborative environment.

PLTs are supporting the focus on student learning and results through an ongoing and recurring cycle of collective inquiry and action through a case management approach. PLTs further support the capability building of teaching staff through curriculum planning. Teaching staff express that the use of PLTs is considered as highly supportive.



2.2 Key improvement strategies

Design a school framework that maps the horizontal and vertical alignment of the AC and supports multi-age classes, moderation practices and agreed intended curriculum.

Review and refine the school's pedagogical framework, with associated Professional Development (PD), to ensure it is clearly understood and consistently implemented across the school.

Further develop opportunities for coaching, feedback and WOW that support school priorities.

Collaboratively review the school data collection summary to determine the most effective assessment information to assist in identifying the starting points for student improvement, monitoring student achievement and supporting staff data literacy skills.

Devise and communicate the necessary implementation and professional learning opportunities associated with the deployment of the PBL approach across the school.