

Laidley State High 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 State High School** from **17 to 19 February 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

Alan Smith	Internal reviewer, SIU (review chair)
Cameron Hodges	Internal reviewer
Bert Barbe	External reviewer



1.2 School context

Location:	Alfred Street, Laidley	
Education region:	Darling Downs South West Region	
Year opened:	1985	
Year levels:	Year 7 to Year 12	
Enrolment:	817	
Indigenous enrolment percentage:	12 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	18.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	941	
Year principal appointed:	2005	
Day 8 Staffing Teacher Full-time equivalent numbers:	56	
Significant partner schools:	<p>Laidley Cluster of Schools – Laidley District State School, Hattonvale State School, St Mary’s Primary School, Glenore Grove State School, Forest Hill State School, Thornton State School, Blenheim State School, Lockrose State School, Kentville State School</p> <p>Brisbane and Lockyer Valley Cluster – Lowood State High School, Toogoolawah State High School, Rosewood State High School, Stanthorpe State High School</p> <p>Lockyer BEST (Bringing Employers and Schools Together) – Lockyer District State High School, Faith Lutheran College Plainland</p> <p>Vocational Education and Training (VET) Validation Network – Lockyer District State High School, Ipswich State High School, Toogoolawah State High School,</p>	



	Bundamba State Secondary College, Forest Lake State School, Ipswich Girls Grammar School, Bremer State High School, Lowood State High School, Rosewood State High School, Woodcrest State College
Significant community partnerships:	Lockyer BEST, Laidley Touch Football Association, Western Ranges District School Sport, Hands On Learning (HoL), Lockyer Valley Regional Council, University of Queensland (UQ) Student Mentoring, Kambu Medical Centre, Carinity Karinya Place Aged Care, Anglicare, Evolve Therapeutic Services, Dyslexia Daily, Ten Minute Tutor
Significant school programs:	Literacy support – reading comprehension and writing, numeracy short cycle intervention; co-teaching; SURGE Program – English, mathematics and science Years 8 to 10; Personal and Career Development (PCD) Program; Touch Football Academy; Ambition, Self Belief, Perseverance, Integrity, Respect, Empathy (ASPIRE) awards scheme; HoL; 10 Minute Tutor; Year 10 streaming and senior preparation programs



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), eight Heads of Department (HOD), Business Manager (BM), guidance officer, 35 teachers, nine teacher aides, two computer technicians, schools officer facilities, two Youth Support Coordinators (YSC), seven administrative officers, 13 parents, 38 students, Parents and Citizens' Association (P&C) president and school council chair.

Community and business groups:

- Representative from 'GenR8' and representative from Hands On Learning Australia.

Partner schools and other educational providers:

- Principal of Hattonvale State School, principal of Laidley District State School, principal of Glenore Grove State School and representative from Denise Kable Centre.

Government and departmental representatives:

- Mayor of Lockyer Valley Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	2019 School Curriculum Plan
Investing for Success 2019	Strategic Plan 2017-2020
School Data Profile (Semester 1, 2019)	Headline Indicators (October 2019 release)
OneSchool	School budget overview
School Opinion Survey	Responsible Behaviour Plan for Students
School improvement targets	Staff Planner 2020
School pedagogical framework 2018	School newsletters and website
School data review plan 2020	Student Free Day program 2020
Behaviour and Wellbeing Review Report 2019	2020 Staff Meeting and Professional Development Calendar
Leadership Team Roles and Responsibilities 2020	Report card and NAPLAN update Semester 1 2019



2. Executive summary

2.1 Key findings

The school leadership team is united in its goal of school improvement.

The school's vision, *'Aspiring Together - A World of Opportunities'*, recognises the important partnership between home, school and the local community in inspiring young people to take advantage of the range of learning opportunities available to them within the school and the wider community. School leaders work collaboratively with staff members and the wider community in supporting their desire for success for every student.

Relationships are viewed as a key part of the fabric of the school.

The school leadership team expresses the belief that all students are able to learn when provided with appropriate support to meet their own individual needs. A strong sense of collegiality and support is apparent across the entire school staff. School staff articulate that the support of fellow staff members for their personal and professional wellbeing is an important part of being a member of the school family.

The school values of ASPIRE (Ambition, Self Belief, Perseverance, Integrity, Respect and Empathy) guide school direction.

The principal has established a model of distributed leadership to implement school programs and operations. A statement of roles and responsibilities for school leaders is presented in terms of strategic and operational areas. School leaders acknowledge that monitoring of the implementation of the Annual Implementation Plan (AIP) and Explicit Improvement Agenda (EIA) is yet to be consistent.

The school has a published Responsible Behaviour Plan for Students (RBPS) and identifies as a Positive Behaviour for Learning (PBL) school.

Staff members express the belief that a consistent approach to PBL by all staff members is required to improve behaviour management throughout the school. The school leadership team identifies the need to re-set commitment from all stakeholders and are committed to working with the regional PBL coach in revisiting and refining all aspects of implementation of PBL.

School leaders articulate that a focus on consistent, high quality teaching and learning is the driver for improved student learning across the school.

A documented pedagogical framework is developed with Explicit Instruction (EI) as the known approach. School leaders acknowledge that development and implementation of the agreed pedagogical framework has not been a recent focus. Leaders are yet to work systematically and consistently with teachers, modelling and providing feedback regarding expected approaches.



School leaders articulate clear beliefs for learning and have established high expectations for student attendance.

These expectations are regularly communicated in newsletters, and at assemblies. School leaders acknowledge the need for a systematic approach to the monitoring of student attendance, including intervention strategies where necessary.

School leaders encourage teachers to routinely tailor their teaching to individual student needs and readiness.

Staff members express their belief in successful learning outcomes for every student, acknowledging they learn at different rates and are across the stages of learning. Teachers view the strength of being able to differentiate within class lessons as a key to student success.

The school is a highly valued within the community and enjoys a strong reputation.

A range of partnerships has been established by the school to support student learning and wellbeing through active connections with local businesses, community support agencies, sporting organisations, schools and other education and training institutions. Local community members support the school through a range of initiatives and speak highly of the school.



2.2 Key improvement strategies

Review and strengthen the statement of roles and responsibilities for school leaders to include key actions, implementation timelines, accountabilities and key deliverables in all areas of the school's AIP.

Strengthen staff member understanding of and commitment to implementing PBL with fidelity, accessing regional support staff for training and development, in addition to Quality Assurance (QA) of processes and procedures.

Collaboratively review the pedagogical framework to re-establish and embed EI as the signature pedagogy, including coaching, mentoring and feedback to support teachers.

Collaboratively develop, communicate and enact a whole-school attendance strategy including the rigorous monitoring of attendance, and systematic implementation of intervention strategies for all students including target groups.