



School Improvement Unit Report

Loganlea State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Loganlea State High School from 14 to 16 March 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Neridah Street, Loganlea
Education region:	South East Region
The school opened in:	1981
Year levels:	Year 7 to Year 12
Current school enrolment:	615
Indigenous enrolments:	10 per cent
Students with disability enrolments:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	929
Year principal appointed:	2010
Number of teachers:	57.18 (full-time equivalent)
Nearby schools:	Waterford West State School, Waterford State School, Marsden State School, Kingston State School, Edens Landing SS, Marsden State High School, Kingston College, Beenleigh State High School.
Significant community partnerships:	ENABLE Secondary School Alliance, LEA (Logan Education Alliance), Stronger Smarter Institute Alumni School, AIME, Gateway School of Excellence in Agribusiness, Logan City Council, Loganlea Youth Development Program (LYDP) with Kirra Surf Life Saving Club, BEACON Alumni School, Griffith Unireach, University of Southern Queensland (USQ), University of Queensland (UQ), Australian Business Community Network (ABCN), Goals and Aspirations programs and the Logan Junior Chamber of Commerce.



Unique school programs:	LYDP – Loganlea Youth Development Program (LYDP), Camp Fire Dreaming Restaurant (TTC), Agribusiness – Gateway School of Excellence, Munchkins Playgroup (Early Childhood), Connections Services, Knowledge House Centre For Excellence in Indigenous Education, Sister School program with Tsz-Shiou School in Taiwan, Technology Partnership – building 3D printers
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director, Ms Karen Lindsay
- a school visit of three days
- interviews with staff members, students, parents and community representatives, including:
 - Principal and two deputy principals
 - Eight Heads of Department (HOD), Head of Special Education Services (HOSES), master teacher, success coach, pedagogy coach – numeracy, Head of Curriculum (HOC)
 - 22 teachers and three support staff
 - Business Services Manager (BSM), four administration staff and an agriculture assistance
 - 18 student leaders and 60 other students
 - Parents and Citizens' Association (P&C) president and four other parent and/or community members
 - Two principals of partner school
 - Guidance officer, youth support coordinator and school-based police officer

1.4 Review team

Denise Kostowski	Internal reviewer, SIU (review chair)
Ken Green	Internal reviewer, SIU
Raelene Fysh	External reviewer



2. Executive summary

2.1 Key findings

- The staff of the school value positive and caring relationships to promote successful learning.

The school has an attractive, expansive and stimulating physical environment. The school takes pride that they accept, support and encourage learning for their students who come to the school from a diverse range of backgrounds and cultures.

- The school leaders and staff members view reliable and timely data as essential to the school's improvement agenda.

A high priority is given to the collection of a range of student outcomes data. A data plan exists. The school staff members use a wide variety of data to develop programs, allocate students into differentiated learning groups, to inform practice and measure success.

- Staff, students and parents identify the lack of engagement of some students as a significant challenge to teaching and learning.

The school has a current Responsible Behaviour Plan for Students (RBPS) which articulates high expectations of students' behaviour. The high turnover of staff has resulted in the inconsistent focus on high expectations to maintain a learning environment that is safe, respectful, tolerant and promoting intellectual rigour.

- Improved attendance is seen as a priority for student improvement.

The school has allocated resources to this priority. Roles exist for supporting attendance processes within the school, including the deployment of an attendance officer. Strategies for improvement are not linked to the specific roles and accountabilities clearly articulated in an attendance plan.

- The school leadership group has developed a broad agenda for improvement which is documented in the Annual Improvement Plan (AIP) 2016.

The three key priorities detailed are: Learning excellence – A-E outcomes; Pedagogical excellence – quality teaching through collaborative learning, and Maximise Year 12 outcomes with successful transition to post-secondary education, training and employment.



- The school has espoused Pedagogical excellence - quality teaching as a key improvement priority.

The AIP includes a number of actions that refer to teaching programs to be delivered in the school such as MultiLIT, *Accelerated Reader Program*, *Question Answer Relationship (QAR)*, *SIMPA*, *Reciprocal Reading* and *Marzano's¹ Six Steps to Teaching*. There is a school professional development plan. Whilst a range of professional development opportunities are offered internally to align with the school priorities, the professional learning plan does not include a strategic schedule for what is offered to staff and when it is provided.

- Staff at all levels have expressed that they value receiving timely and quality feedback.

The school has a line management structure involving the practice of regularly scheduled meetings. The focus of these meetings is loosely based on the current improvement agenda. With the exception of those specifically employed as a coach or mentor, members of the leadership team have not undertaken recent professional learning to develop their mentoring/coaching skills.

¹ Marzano, R.J. (2007). *The Art and Science of Teaching: A comprehensive framework for effective instruction*. ASCD, Alexandria, VA.



2.2 Key improvement strategies

- Research and visit like-schools who have successfully embedded a safe, respectful, tolerant learning environment with a view to engaging staff members to effectively and consistently implement the school's RBPS.
- Research effective practices to develop and embed a strategic attendance policy with clear procedures, roles, accountabilities, targets and timelines.
- Rationalise the improvement agenda to be sharp, narrow and deep to focus the whole school's attention on the core learning priorities. Review the school's processes to monitor the implementation of the improvement strategies to ensure that all members of the leadership team are driving the agenda and have clear accountabilities for targets and implementation timelines.
- Develop a coherent professional development plan, which explicitly articulates topics and time frames for the delivery of professional development to staff aligned to the core school priorities and pedagogical framework. Include in the plan the induction and probationary teacher programs.
- Upskill the leadership team to develop a shared understanding of processes and protocols for focussed coaching and mentoring of staff in the school to drive the improvement agenda.