

Loganlea State High School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Loganlea State High School** from **11 to 13 August 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) and Lead Principal to discuss the review findings and improvement strategies.

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

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

1.1 Review team

Lee Goossens	Internal reviewer, EIB (review chair)
Wayne Troyahn	Internal reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Neridah Street, Loganlea	
Education region:	South East Region	
Year levels:	Year 7 to Year 12	
Enrolment:	664	
Indigenous enrolment percentage:	14.4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	16 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	47 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	926	
Year principal appointed:	April 2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, nine Heads of Department (HOD), two deans of students, Business Manager (BM), two guidance officers, three house masters, two transition officers, industry liaison officer, First Nations Engagement Leader, Youth Engagement Officer (YEO), two Youth Support Coordinators (YSC), three administration officers, three teacher aides, three office staff, Parents and Citizens' Association (P&C) president and member, seven school captains, five students and eight parents.

Community and business groups:

- President of the Kirra Surf Life Saving Club (SLSC) and two program leaders Logan City Council.

Partner schools and other educational providers:

- Principal of Waterford West State School and principal of Edens Landing State School.

Government and departmental representatives:

- State Member for Waterford, Federal Member for Forde, ARD and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Induction Handbook
Investing for Success 2020	Strategic Plan 2018-2021
Headline Indicators (May 2020 release)	School Data Profile (Semester 1, 2020)
OneSchool	School budget overview
Professional Development Plan	Curriculum Plan
School improvement targets	Annual Report 2019
School pedagogical framework	Meeting Agendas
School data plan	School Facebook Page
School Opinion Survey 2019	Responsible Behaviour Plan for Students
Learning Engagement Centre Handbook	ICP Handbook
Mentoring Beginning Teachers' Handbook	APR Documentation
Workforce Planning Document	Individual Curriculum Plans



2. Executive summary

2.1 Key findings

Staff members, parents and school partners express support and optimism regarding the school's direction.

There is a united and concerted belief and desire by school leaders to advance unified whole-school initiatives to progress the quality of teaching and learning to improve outcomes for all students. School leaders have worked to clearly communicate and further their commitment to collaboratively advance the long-term goal of making the school the school of choice for students in Logan. This commitment is supported by staff members who strive to deliver the school's mission of *'Making a difference for every student'*.

The principal and staff outline the significance of positive and caring relationships for successful learning.

They acknowledge the importance of building partnerships with students, parents and the community. Staff members express a high commitment to the wellbeing and learning of each student. Community members identify that the school is well known for its support of all students. Students articulate they feel supported and cared for by staff and that positive relationships exist between students and staff.

The school works to understand current student achievement levels and goals, and how these change over time.

At review meetings progress towards attaining key priorities and goals is assessed and key actions evaluated for effectiveness in producing desired improvements in student learning and performance. Teachers indicate targets for extension classes are the same as other classes. Some school leaders and teachers identify it may be more appropriate to have targets for classes and individuals that are attuned to their previous achievement levels and relative gain.

School leaders have a strong conviction that staff should continually strive to build their capability and refine their practice.

All school leaders participate in walkthroughs, observation and feedback processes, lead cycles of inquiry, collaborative planning, and a range of other processes intended to foster curriculum and pedagogical expertise. There is a degree of variation amongst members of the leadership team regarding their individual level of confidence in providing rigorous and precise instructional leadership to staff. Some members of the team report that they would appreciate ongoing support in enhancing their skills as instructional leaders.



School leaders have worked to streamline the curriculum planning process and, where appropriate, make planning documents easily accessible for teachers, students and parents.

Unit plans identify the curriculum to be studied, including the context for learning and the sequence of learning. Learning experiences and teaching strategies are identified. Teachers report various levels of engagement and interaction with these planning tools. The consistent use of these planning documents to construct learning experiences that are engaging and challenging is yet to be fully realised.

The leadership team is acutely aware of, and has intentionally renewed, the focus on seeking, developing, nurturing and establishing ways to enhance student learning and wellbeing with partners in education.

This includes parents and families, external service providers, business, industry and the tertiary sector. Staff are cognisant of the role they play in connecting with community to further the school's mission of *'Making a difference for every student'*. Parents and Citizens' Association (P&C) representatives, school leaders and staff acknowledge the important role of parents to advance a belief in the benefits of being actively engaged in their child's educational journey and career pathway.

Teachers express their belief in every student succeeding in their learning that drives the school processes for differentiation.

Most teachers and non-teaching staff strive to understand where students are in their learning, including their performance levels, current knowledge, skills, learning difficulties, wellbeing and misunderstandings to identify starting and intervention points for teaching. A deputy principal and Head of Department (HOD) – Special Education have led the development of the school as an inclusive school. They indicate that the school has developed considerably in this journey over the last two years. Leaders articulate that further development is required.

Strong emphasis is placed on ensuring consistent teaching practices are established throughout the school.

The principal and other school leaders recognise that highly effective teaching is the key to improving student learning. The implementation of a school-wide pedagogical framework is intended to provide an evidenced-based suite of quality practices to be implemented in every classroom. There is an expectation that such a framework will facilitate the development of a common language to describe teaching practice and ensure a consistent and shared approach to teaching across the school.

School leaders have led the development of a culture of data investigation based on regular review cycles.

The Executive Leadership Team (ELT) articulates the belief that the use of reliable student data is essential to support improvement in student learning. There is widespread evidence of the use of data by teachers to inform teaching and learning. School leaders describe the use of data to support the school focus on supporting the wellbeing of all students.



2.2 Key improvement strategies

Systematically develop and quality assure the implementation of ambitious targets, aligned to the Explicit Improvement Agenda (EIA), taking into account previous student achievements to inform teaching practice and improve student learning and progress.

Build capacity in the instructional leadership of all members of the leadership team so they are key drivers of quality teaching and learning practice across the school.

Collaboratively develop Quality Assurance (QA) practices regarding the rigour of unit planning to make the curriculum engaging, challenging and inclusive of a 21st Century learning focus.

Further engage and build constructive and mutually beneficial relationships with parents as integral members of the school community and partners in their child's learning and educational outcomes.

Collaboratively enhance the current school model of inclusion to augment a common and consistently supported understanding of inclusion for all students.