

Loganlea State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Loganlea State High School acknowledges the shared lands of the Yugambah and Yuggera language groups. We extend that Acknowledgment to their Elders, past, present and emerging and thank them for allowing us to work together, share knowledge and walk alongside them in the education of the children at Loganlea State High School.

About the school

Education region	South East Region
Year levels	Years 7 to 12
Enrolment	918
Indigenous enrolments	13%
Students with disability	35%
Index of Community Socio-Educational Advantage (ICSEA) value	932

About the review

 4 reviewers from 22 to 24 April 2024	 197 participants	 73 school staff
 85 students	 23 parents and carers	 16 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Consolidate and quality assure the Explicit Improvement Agenda (EIA) to sustain a unified approach to driving continuous improvement, responsive to the changing needs of students and the community.</p> <p>Domain 8: Implementing effective pedagogical practices Consolidate processes for reviewing pedagogical practices to ensure they remain relevant, impactful and responsive to the diverse learning needs of all students.</p> <p>Domain 6: Leading systematic curriculum implementation Develop and systematically enact a school-wide approach to moderation, with a particular focus on pre-moderation, to strengthen teachers' understanding and implementation of the Australian Curriculum (AC) with integrity.</p> <p>Refine and strengthen processes for quality assuring AC implementation, to ensure all teachers and students understand what is to be taught, learned and assessed</p> <p>Domain 7: Differentiating teaching and learning Prioritise professional learning in differentiation practices to build teachers' capability in providing quality differentiated instruction.</p>

Key affirmations



Staff, parents and members of the community praise the significant work of leaders and staff over the last 4 years to improve student and staff wellbeing.

Staff describe the Executive Leadership Team (ELT) as approachable, supportive, transparent and agile. They value leaders' work in setting high expectations for behaviour and developing clear systems and processes to drive school improvement. Staff and parents speak optimistically of the future of the school and identify recent stability in leadership as key to ongoing improvement.



Staff, students, parents and community members speak positively of their experiences at the school.

Staff attest to the collegial relationships and support they receive from leaders and colleagues. Students praise teachers' personalised approach to guiding learning. Students and parents express appreciation for the extensive wellbeing support available. Students and parents comment that cultural diversity is recognised and celebrated, and that different cultures enrich the school. Students and staff comment that the inclusive school environment provides a sense of belonging and safety for all. Local community Elders praise the school for adopting the Yugambah language in school cultural and ceremonial events. They also speak highly of the principal and staff for their openness and welcoming approach to Traditional Owners.



Leaders and staff highlight pedagogy as a priority.

Leaders explain the Pedagogies at Loganlea (PAL) approach has been collaboratively developed over time to provide teachers with a common language about pedagogy. They describe PAL as a 'one-stop shop' for staff to select and employ pedagogies to support students' achievement, wellbeing and engagement. Staff explain that PAL is a valued online resource bank for definitions and examples of pedagogical approaches, practices and teaching strategies.



Staff describe strong partnerships with multiple agencies and services that support student wellbeing, engagement and achievement.

Staff, parents and other members of the school community acknowledge the many strong and enduring partnerships. Staff praise partnerships with multiple agencies and services. Partners speak highly of the school, and in particular the progressive thinking of the principal in deliberately and purposefully engaging with community members and organisations.