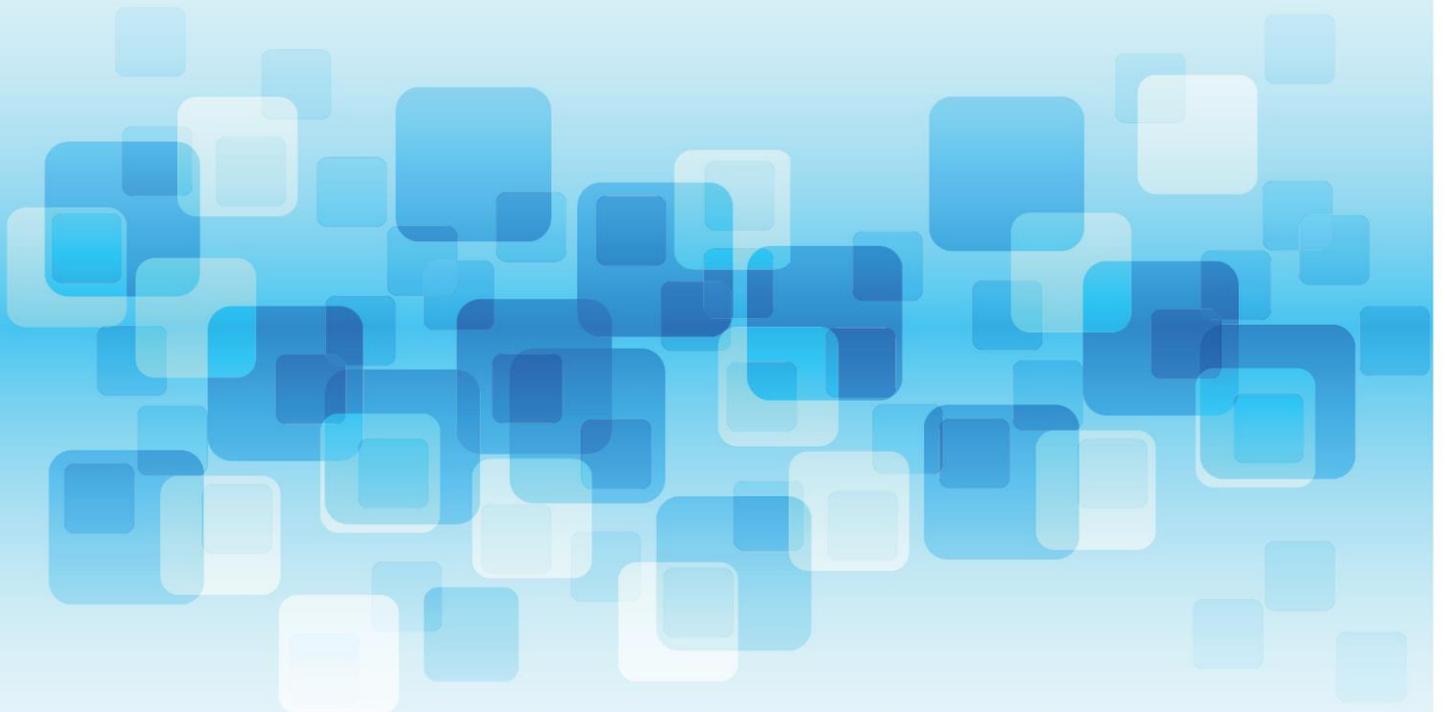




# School Improvement Unit Report

## Logan Village State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Logan Village State School from 14 to 16 June 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

<b>Location:</b>	North Street, Logan Village
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	1883
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	710
<b>Indigenous enrolments:</b>	5.5 per cent
<b>Students with disability enrolments:</b>	4.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	977
<b>Year principal appointed:</b>	2011
<b>Number of teachers:</b>	34.7 (full-time equivalent)
<b>Nearby schools:</b>	Burrowes State School, Crestmead State School, Logan Reserve State School, Loganlea State High School, Marsden State High School, Marsden State School, Waterford State School, Waterford West State School
<b>Significant community partnerships:</b>	Logan Together, Benevolent Society, Youth and Family Services, Bunnings, Koala Joeys Playgroup
<b>Significant school programs:</b>	Rock and Water Program, You Can Do It



## 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
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, two deputy principals, Business Services Manager (BSM)
  - Master teacher, 30 teachers, supply teacher
  - Seven teacher aides, Teacher librarian
  - Four administration staff members, Chaplain, Guidance Officer
  - Cleaners
  - Schools facilities officer and tuckshop convenor
  - 90 students
  - 19 parents
  - Parents and Citizens' Association (P&C) president
  - Councillor, Logan City Council

## 1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Lisa Morrison	Peer reviewer
David Curran	External reviewer

## 1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



## 2. Executive summary

### 2.1 Key findings

- The principal and other school leaders are united and articulate a shared commitment to improvement across the school.

The school's Annual Implementation Plan (AIP) details targets, timelines and the responsible officer for each priority. This plan is regularly reviewed at meetings of the school's administration team. The principal also updates the Parents and Citizens' Association (P&C), on relevant progress at each meeting.

- The school has a coherent, sequenced plan for curriculum delivery that identifies the consistent teaching and learning expectations across the school.

A guaranteed and viable curriculum has identified essential areas for mastery in the English and mathematics in the scope and sequence of learnings from Prep to Year 6. The plan has been developed with reference to the Australian Curriculum (AC) and is used to assist teachers to navigate relevant and timely curriculum information.

- Pedagogy at the school is framed around the organiser of Dimensions of Teaching and Learning (DoTL) with a range of eclectic but well researched evidenced based approaches including Marzano<sup>1</sup>.

The preferred pedagogical model is based on We are learning to (WALT), What I'm looking for (WILF) and the Gradual Release of Responsibility (GRR) model and *Whole-Part-Whole*. Staff are aware of the preferred pedagogical approach that provides a structure for students to be clear about what they are expected to learn and be able to do.

- The school leadership team is committed to building a school-wide, professional team of skilled staff who understand and are committed to the school's improvement agenda; as central to improving outcome for all students.

The school has a large number of newly appointed teaching staff members who speak positively of the support provided to them through year level team planning and also through behaviour support from the leadership team. Staff members report satisfaction with their induction into the school. Teachers value constructive feedback and provide informal feedback to colleagues, and there is some formal mentoring or coaching arrangements in place. The role of the coach in a variety of areas is well accepted and valued by staff.

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<sup>1</sup> Marzano, Robert J. *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd, 2007



- School staff members have created a positive culture of learning which is evident across the school.

There is an emphasis placed on the importance of relationships, and this is evidenced by a respectful, collegial tone in staff interactions, and a commitment to a personalised learning approach to cater for student's needs. A tone of respectful cooperation and working together is also evident in classrooms in the relationships between staff and students. Students recognise the significant effort that teaching staff give to support their learning.



## 2.2 Key improvement strategies

- Narrow and sharpen the school's Explicit Improvement Agenda (EIA) to one or two curriculum areas, with clear targets, timelines, dedicated resourcing and communicate to and celebrate this with the whole school community.
- Embed the collaborative curriculum planning process across the school.
- Refine the implementation of the school professional learning plan to include coherent, connected coaching and observation, ongoing feedback and quality assurance around the agreed Professional Development (PD) priorities and Professional Development Plans (PDP).
- Strengthen the annual performance review process to include an updated professional learning plan, goals, processes to monitor progress and the associated budget aligned to the EIA.
- Further develop and implement a program of peer coaching and feedback to support the growth of expert teaching practice for all teachers.