

# Leyburn State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **Leyburn State School** from **10 to 11 August 2017**.

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 consider 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.

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

### 1.1 Review team

Gregory Brand

Internal reviewer, SIU (review chair)

Rebecca Macmillan

Peer reviewer



## 1.2 School context

<b>Location:</b>	Peter Street, Leyburn
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1862
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	40
<b>Indigenous enrolment percentage:</b>	15 per cent
<b>Students with disability enrolment percentage:</b>	17.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	947
<b>Year principal appointed:</b>	2014
<b>Full-time equivalent staff:</b>	2.71
<b>Significant partner schools:</b>	Clifton cluster of schools, Clifton State High School
<b>Significant community partnerships:</b>	Leyburn Returned and Services League of Australia (RSL), Leyburn Blue Light, Leyburn Motor Sprints.
<b>Significant school programs:</b>	Positive Behaviour for Learning (PBL), Speech Sounds Pics (SSP)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Teaching principal, three teachers, three teacher aides, administration officer, chaplain, two Parents and Citizens' Association (P&C) executive members, volunteer chaplain, nine parents and 16 students.

Community and business groups:

- Local Leyburn police officer.

Partner schools and other educational providers:

- Principal Nobby State School, Cluster Head of Special Education Services (HOSES) – Clifton State High School and Year 7 coordinator - Clifton State High School.

Government and departmental representatives:

- Acting ARD, two project officers: Curriculum, Pedagogy and Learning (CPL), Advisory Visiting Teacher (AVT), Regional PBL coach and Regional guidance officer.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Data Profile (Semester 1, 2017)
Headline Indicators (Semester 2, 2016)	School budget overview
OneSchool	Curriculum planning documents
Assessment and Monitoring framework	Professional development plans
School improvement targets	School newsletters and website
School pedagogical framework (2015)	School Opinion Survey
School data plan	Responsible Behaviour Plan (2016)



## 2. Executive summary

### 2.1 Key findings

**The principal and school staff members are dedicated to improving learning outcomes for all students in the school.**

All staff members express a genuine belief that all students can learn and be successful. They are committed to providing a caring and nurturing educational environment, and ensure student wellbeing is prioritised.

**The school values of ‘Be Safe, Be Respectful, Be Responsible and Be Resilient’ provide a solid foundation for developing Positive Behaviours for Learning (PBL).**

There is significant staff commitment to PBL and obvious evidence of whole-school implementation, and anecdotes of success to date are shared by staff members. Staff members are able to clearly describe the improvements in student behaviour and engagement since engaging in the region’s PBL program.

**A broad range of priorities for school improvement is articulated in the school’s Annual Implementation Plan (AIP) for 2017.**

The principal and staff identify improvements in writing and embedding consistent school-wide approaches to behaviour management through the framework of PBL as the core elements of the school’s Explicit Improvement Agenda (EIA) for 2017. The school has recently engaged in the region’s Lyn Sharratt<sup>1</sup> school improvement program to support the EIA. The principal and staff members recognise the need to continually focus on reading as a core priority for the future success of students.

**Staff members demonstrate a strong collective commitment to the success of embedding PBL across the school.**

The school’s Responsible Behaviour Plan for Students (RBPS) is currently under review, with new systems aligned to PBL being developed that will be reflected in the new RBPS policy. There are school-wide processes being established for the systematic monitoring, reporting and tracking of student behaviour. The principal is committed to all staff members understanding their role in ensuring the success of the implementation of the updated RBPS.

**School-wide documented practices for the teaching of reading and writing are being developed.**

The principal recognises the need to support the embedding of whole-school approaches to reading and writing with significant professional learning opportunities for all staff members. The principal has engaged with the region’s Curriculum, Pedagogy and Learning (CPL) officers and Professional Development (PD) programs to undertake the process of developing the whole-school approaches to reading and writing.

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<sup>1</sup> Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Corwin Press.



**The principal is reviewing the school's curriculum plan and has reflected on current research, systemic expectations and current practices.**

An understanding of utilising the Australian Curriculum (AC) as the basis of a whole-school curriculum plan and the importance of implementing the AC has been demonstrated by the principal. The principal is committed to regular and ongoing professional learning opportunities for all staff members to develop their knowledge and understanding of the AC.

**The principal and school staff members share the same belief that every student is capable of being a successful learner.**

There is a shared commitment to improving the learning culture at the school and a willingness to learn from each other. A healthy collegial ethos based on mutual trust and genuine support is clearly apparent and all staff members are united in achieving the long-term success of all students at the school.

**All staff members contribute to the development of a culture of professional improvement focused on student growth.**

The school has a team of dedicated and committed teachers and teacher aides who share responsibility for student learning and success. The principal builds the capacity of all staff members to support the EIA and their own understanding of what students are to be taught and how students learn. All staff members are encouraged to share their expertise with others. Staff members speak highly of each other and a strong collegial culture is clearly apparent in the school.



## 2.2 Key improvement strategies

Refine the school's EIA with a sharp and narrow focus on improvements in reading, writing and behaviour for all students.

Continue to refine and embed PBL practices and systems and ensure the collective responsibilities of all staff members are clearly known and understood.

Clearly articulate and embed a whole-school approach to reading and writing and continually strengthen the knowledge and practice of all staff members aligned to these core curriculum priorities.

Prioritise the development of a whole-school curriculum plan aligned to the AC, commencing with curriculum development aligned to the core priorities of reading and writing.

Provide regular and ongoing professional learning opportunities for all staff members to develop their knowledge and understanding of the AC.