

Leyburn State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Leyburn State School** from **19 to 20 July 2021**.

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) to discuss the review findings and improvement strategies.

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

1.1 Review team

Leah Mullane

Internal reviewer, EIB (review chair)

Amanda-Jane MacKellar

Peer reviewer



1.2 School context

Location:	Peter Street, Leyburn	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	33	
Indigenous enrolment percentage:	30.6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8.8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	892	
Year principal appointed:	Term 2 2021 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- The principal, three teachers, Speech Language Pathologist (SLP), Business Manager (BM), three teacher aides, cleaner, 21 students and eight parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Australia Post representative and bus driver.

Partner schools and other educational providers:

- Clifton State High School Head of Special Education Services (HOSES) and eKindy facilitator.

Government and departmental representatives:

- State Member for Southern Downs, Queensland Police Service (QPS) officer and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1 2021)
School budget overview	Headline Indicators (October 2020 release)
OneSchool	Curriculum planning documents
Professional learning plan 2021	School Opinion Survey
School improvement targets	School newsletters and website
School pedagogical framework	Student Code of Conduct
School data plan	Professional development plans
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Respectful and caring relationships are apparent between staff, students and parents.

Staff members develop caring relationships for the students in the school. Staff are acknowledged as a hardworking and caring team. Staff members and parents express appreciation for the dedication and caring nature of the principal. Parents express that staff members genuinely care about the welfare and educational achievements of their child. Students articulate appreciation of the supportive nature of the staff team and their dedication to helping them understand their learning. The school has a strong positive culture creating an engaging environment for learning.

Parents express confidence in staff members' ability to support their child and their individual learning needs.

School staff place a high priority on catering to the needs of all students. Staff members display genuine care in supporting students to improve and succeed. They work in partnership with each other and visiting teachers to deliver curriculum and learning that meet the needs of individual students. Staff members express pride in their ability to cater for the needs of all students at the school. Students comment on the support they receive from teachers in assisting them to understand their learning and to improve. Parents express high levels of satisfaction with the efforts of the staff team and their dedication to supporting every student to succeed.

The school team is united and committed to providing an engaging and supportive education environment for all students.

The 2021 Annual Improvement Plan (AIP) includes two key improvement strategies including embedding Positive Behaviour for Learning (PBL) practices and systems with fidelity, and a literacy focus on reading and writing. Staff members articulate the priority areas for improvement within the AIP and the actions and strategies aligned to their implementation. The principal acknowledges the need to review the Explicit Improvement Agenda (EIA) targets to create measurable, achievable, and incremental goals to measure the progress of the improvement agenda.

The principal articulates quality curriculum implementation as vital to the improvement of student outcomes.

The whole-school Curriculum, Assessment and Reporting Plan (CARP) outlines for staff the expectations in curriculum implementation. This includes a whole-school provisioning plan that outlines what units should be taught and when. The school utilises the Curriculum into the Classroom (C2C) P-6 model and C2C straight year level and banded units as a resource for curriculum implementation. The principal acknowledges the need to review and complete the CARP and mapping plans in alignment with the reviewed whole-school curriculum provisioning plan across all learning areas.



Teachers articulate the importance of developing meaningful and engaging curriculum units aligned to the Australian Curriculum (AC) to improve outcomes for students.

Teachers work collaboratively within the Clifton cluster of schools to develop capability in the AC. They discuss and review unit planning processes and the four phases of moderation. Teachers are provided with individual curriculum planning time within the school each term. During this time, teachers unpack the C2C curriculum units and determine a sequence of delivery for classroom implementation. Teachers utilise personalised templates to document unit and lesson plans. Consistent whole-school expectations for the planning of curriculum units are yet to be developed.

The staff team is committed to providing an engaging learning environment for all students.

Staff members discuss the range of teaching and learning strategies enacted throughout the school. These are viewed as a vital element of supporting all students in engaging in their learning. Strategies that cater to the needs of individual students are discussed regularly at staff meetings and case management meetings. The research underpinning evidence-based practices to inform decisions regarding the school's pedagogical approach, is yet to be clearly articulated by all staff members.

Staff members articulate the importance to continually developing personal capability in enacting effective teaching and learning strategies.

Staff members discuss the effectiveness of teaching and learning strategies within staff meetings in relation to individual student progress. They understand the importance of enacting engaging methods for learning to support all students in improving. Teachers reflect on their practice during staff meeting discussions. Some staff members express a desire for further feedback on their teaching practice through coaching, modelling and observation processes.

Staff members accredit the improved culture of the school to effective implementation of the PBL systems and practices.

The school has a strong PBL plan for students that is embedded and reviewed regularly. The expectations of *'Be Safe, Be Responsible, Be Respectful, Be Resilient'* are clearly displayed across the school. Strategies to support students to develop their skills are taught weekly by classroom teachers and are reinforced during assemblies and in the school's fortnightly newsletter. The teaching team uses consistent language and rewards across the school. Behaviour data is tracked with trends and patterns analysed to develop understanding of student behaviour. Students understand and articulate the school expectations and PBL systems enacted within the school.



School staff articulate a collegial culture and strong sense of connectedness to the school and each other.

Staff indicate that they trust their co-workers and are able to freely seek advice and have meaningful conversations in relation to teaching and learning, to best support the students they teach. They acknowledge that interactions with colleagues are positive and respectful. A strong culture of mutual trust and support amongst staff members is apparent. Staff members indicate they enjoy working at the school.



2.2 Key improvement strategies

Regularly monitor the progress of the improvement agenda, and celebrate successes with staff and the school community, through the development of measurable, achievable, and incremental targets for student outcomes.

Collaboratively review the whole-school CARP and year level plans to ensure appropriate provisioning and alignment of curriculum units.

Provide regular opportunities for collaborative planning, to develop consistent expectations for curriculum unit planning.

Collaboratively review the school's pedagogical approaches, to develop a range of research-based pedagogical strategies that inform teaching and learning practices determined to be the most effective for the context and students.

Collaboratively develop a collegial engagement framework, identifying the systematic implementation of a range of coaching, modelling, observation and feedback processes.