



# School Improvement Unit Report

## Logan City Special School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at **Logan City Special School** from **9 to 11 August 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>	Wembley Road, Logan Central
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	1972
<b>Year levels:</b>	ECDP to Year 12
<b>Current school enrolment:</b>	145 (school) 28 (ECDP)
<b>Indigenous enrolments:</b>	13.7 per cent
<b>Students with disability enrolments:</b>	100 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	2013
<b>Number of teachers:</b>	29.8 (full-time equivalent)
<b>Nearby schools:</b>	Woodridge State School, Woodridge State High School, Berrinba East State School
<b>Significant community partnerships:</b>	Youth & Family Service -Logan City (YFS), Substation 33, First Service Inc., Clear Horizons Post School Options
<b>Significant school programs:</b>	Stephanie Alexander Kitchen Garden, eWaste program, Student Improvement Tracking pre-Prep, Drumming and Ukulele groups, Indigenous Art Program



### 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 Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, two deputy principals, Head of Curriculum (HOC) and master teacher
  - Principal supervisor
  - Student wellness worker, Indigenous education tutor and guidance officer
  - 26 teachers
  - 11 teacher aides
  - 20 students (including two school captains)
  - Occupational therapist and Speech Language Pathologist (SLP)
  - Business Services Manager (BSM) and 2 administration officers
  - Parents and Citizens' Association (P&C) president, two members, seven parents
  - State Member for Woodridge, Hon Cameron Dick
  - HOSES from neighbouring high school

### 1.4 Review team

Richard Day	SIU (review chair)
Ray Hack	Internal reviewer, SIU
Clare Grant	External reviewer



## 1.5 Supporting documentary evidence

Annual Implementation Plan 2016	School Priorities (Poster) 2016
Investing for Success 2016	Strategic Plan 2013-2016
2015 Headline Indicator Report	School Data Profile (2016 Semester 1)
OneSchool	School budget overview
Professional learning plan 2016	Assessment Schedule 2016
School improvement agendas (2016-17)	Differentiation Table
School pedagogical framework, Dimensions of Teaching and Learning	School Opinion Survey
Individual Achievement Scales	School newsletters and website
Responsible Behaviour Plan for Students	LCSS Curriculum Folder
Aligning Logan City Special School Curriculum with the General Capabilities	Student reports and ICP
Teacher Feedback / DPF Overview	LCSS visual supports checklist
School Calendar and Meeting Schedule	



## 2. Executive summary

### 2.1 Key findings

- A high level of teacher collaboration exists across the school.

Staff members are supported to collaborate in teams through a range of strategies including; the provision of additional release time, the development of a shared staffroom, Professional Learning Communities (PLC) and committee and meeting structures.

- The school leadership team has developed a culture of feedback and observation as a key strategy to improve pedagogical practice.

Teachers welcome opportunities for school leaders and colleagues to observe and discuss their work. All teachers engage in at least one observation and feedback opportunity each term. Self-reflection is encouraged and explicit feedback is provided by the school leadership team.

- Curriculum is used as a basis for ongoing staff discussions regarding optimal ways to maximize student learning outcomes, particularly in the areas of literacy and numeracy.

An extensive set of curriculum documents designed to offer teachers a range of frames with which to plan for their students is developed. There is a strong emphasis on designing learning experiences that are accessible and appropriately challenging for all students.

- Teachers work and learn in teams

Teachers prefer to remain focused on classroom teaching. Teaching staff are reluctant to accept or nominate for formal leadership opportunities and positions.

- Staff members, parents and community members consistently commend the work of the school leadership team.

The school leadership team has undergone recent changes. Staff members are positive in regards to the new structure. There is some uncertainty regarding specific roles and responsibilities for the improvement agenda. Parents appreciate the leadership team's focus on individual student needs.

- The school makes an effort to utilise a range of data sets to monitor progress towards achieving the improvement agenda.

The school leadership team places a high priority on the school-wide use and analysis of data to measure and track student learning and inform teacher decision making. The school is yet to identify and implement data gathering instruments for student wellbeing and attendance. The principal is deliberately influencing teachers to take a more active role in leading data discussion.

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- A positive and supportive culture exists across the school.

Staff members, students and visitors interact in a supportive and caring manner across the school. A high level of staff morale is established. Parents are supportive of the work of school leaders and staff members.

## **2.2 Key improvement strategies**

- Build on the current curriculum plans and processes to develop a whole-school curriculum framework aligned to the Australian Curriculum (AC) to support consistency, learning progression and transitions across all sectors within the school.
- Further develop the leadership density within the school by building the leadership capability of team leaders and other staff members across all sectors.
- Develop and communicate the roles and responsibilities of the leadership team to ensure all leaders are engaged in driving improvement in the school improvement priorities.
- Document and enact a whole-school data plan and develop teachers' skills in data literacy so that teachers can lead data discussions.