

# Lee Street State Special 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 **Lee Street State Special School** from **30 November to 2 December 2020**.

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

Jenny Hart	Senior reviewer, EIB (review chair)
Kate Hucker	Peer reviewer
Clare Grant	External reviewer



## 1.2 School context

<b>Location:</b>	Lee Street, Caboolture	
<b>Education region:</b>	North Coast Region	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:</b>	155	
<b>Indigenous enrolment percentage:</b>	12.25 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	100 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	100 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	969	
<b>Year principal appointed:</b>	2020	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Department – Curriculum (HOD/C), data literacy and balanced literacy mentor, Positive Behaviour for Learning (PBL) guide and PBL committee members, guidance officer, 32 teachers, 25 teacher aides, community liaison teacher, Business Manager (BM), two administration officers, occupational therapist, chaplain, president Parents and Citizens' Association (P&C), five cleaners, schools officer, 12 parents and 40 students.

Community and business groups:

- Manager Ace Buses, Better Together and Jane Farrall Consulting.

Partner schools and other educational providers:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Leaders in Learning
Annual Improvement Action Plan 2020	Annual Implementation Review Term 1-3
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
Roles and Responsibilities	Collegial Engagement Framework
School improvement targets	Teaching and Learning Handbook
School pedagogical framework	Staff Induction 2020
Parent Handbook	Student Attendance Procedure
School data plan	School newsletters and website
School Opinion Pulse Survey Data 2020	Student Code of Conduct 2020-2024
PACE Framework	Learning and Wellbeing Policy
Improvement Priority Inquiry Planners, Playbooks and Chains of Evidence	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

#### **School leaders and staff members have embraced the opportunity to create a new and vibrant school community.**

The journey of this new school has been deliberately planned and led through change management processes to ensure collective ownership of a preferred future. The principal has led collaborative processes to build a clear vision and purpose for the school. *‘Learn, Enrich, Empower’* is visible and owned by all staff. The importance of finding ‘our why’ was discussed to build and inform school culture. Reference to the ‘why’ overarches all decision making.

#### **The building of high expectations is explicit and espoused by all.**

School staff articulate that the leadership team presents as united and committed to improving student learning outcomes, building staff capability and establishing productive and supportive relationships with staff, students, families and the community. Students identify as ‘Lee Street Learners’, and are able to talk confidently about what they need to do to be an effective learner.

#### **Staff members are supportive of the Positive Behaviour for Learning (PBL) approach as the key driver to support student engagement.**

The PBL committee has been working towards implementing priorities within the action plan. They acknowledge how far PBL practices have developed in the school from the initial implementation stages. School staff acknowledge that there needs to be a continued focus on PBL implementation to ensure that practices are implemented with fidelity across the school.

#### **The leadership team supports multiple opportunities for staff members to engage in rich professional learning in order to intentionally build mutual trust and collegial support.**

Staff comment that the school is a caring and empowering workplace in which their strengths are recognised and where there is a culture of continuous professional improvement. A collegial engagement framework is developed. The leadership team acknowledges that this document will drive observation, feedback, coaching and mentoring across the school.

#### **Teachers work at understanding where each student is at in their learning to identify starting points for teaching.**

A strong theme of working from student need, informed by data, is articulated by most staff members. Universal Design for Learning (UDL) is identified as a proactive approach to designing learning experiences that are accessible by all students. The implementation of UDL to meet the learning needs of the diverse student body is an emerging practice.



**The leadership team articulates the belief that the collection of authentic and meaningful data to provide a detailed, holistic profile for individual students is crucial to inform future student learning.**

A clear expectation exists that teachers analyse and utilise data to understand their learners. Teachers are encouraged to have data conversations with school leaders. This protocol for discussing and analysing student data is currently offered to all teachers. It is yet to be an expected practice for teachers. School leaders recognise the importance of these conversations, and indicate they plan to formalise this practice.

**The school has developed a clear Curriculum, Assessment and Reporting Plan (CARP) aligned to the Australian Curriculum (AC) and Guideline for Individual Learning (GIL) to suit the diverse learning needs of students in the school from Year 7 to Year 12.**

Core principles underlie curriculum planning. These include student-centred planning; high expectations; the alignment of curriculum pedagogy and assessment; evidence-based decision making; safe, supportive, connected and inclusive learning environments; and targeted and scaffolded instruction. Teachers have undertaken extensive professional learning to understand and complete expected curriculum planning expectations.

**School leaders speak of the pride they have in staff members and their commitment to improving their capability and student learning outcomes.**

All leaders and staff members are able to relate success stories of staff learning, and improved student learning outcomes. Leaders comment that staff are stepping forward to lead areas of improvement and take on specific projects. School leaders are committed to building instructional leadership across the school.

**Interactions with families are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.**

The school views families as integral members of the school community and partners in student learning. Parents articulate they feel valued as part of their child's educational team, and express they have the utmost respect for and trust in staff members. They comment that they are observing growth in skills in their child that they had not thought possible.

**High levels of commitment to the school and students are reflected in the interactions of all staff.**

Strong collegial relationships are developed between all staff members and contribute to the positive culture of the school. Daily interactions reflect an enthusiasm to be at work and engaged in supporting student learning and wellbeing.



## 2.2 Key improvement strategies

Consolidate the school-wide approach to PBL, whereby all staff members share a common vision, language and experience to implement PBL with fidelity.

Embed the collegial engagement framework to improve student outcomes through the ongoing professional learning of teachers.

Build the capability of staff to use UDL strategies that personalise the planned curriculum to cater for the individual learning needs of all students.

Formalise data conversation processes to provide opportunities for all staff to discuss individual student achievement and next steps for learning.