



# 2013 ANNUAL IMPLEMENTATION PLAN

Loganholme State School

## Key priorities for 2013

### **School Improvement Agenda**

- All students in Years 3, 5 and 7 to be above NMS standards in Reading and Number.
- Decrease the number of students in the bottom two NAPLAN bands for Reading and Number.
- Limit lowest NAPLAN bands to any exempt students.
- Decrease the number of students identified for early intervention by half.
- Double the number of students attaining benchmarks upon entry to Prep.

### **Priority Areas of Development**

- Developing and enhancing teachers as Instructional leaders with aligned practice
- Full implementation of Coaching model using two coaches each with a 'phase' focus.
- Professional Learning Communities enhancement and consolidation
- Classroom de-privatisation and GROWTH lesson observation

### **Development of an enhanced culture of positivity**

- Student safety and happiness
- Regular celebratory opportunities for classroom teachers
- Life balance for staff
- Community Confidence and happiness.

## Documents attached include


- The Annual Financial Report 2013
- The Budget Overview Report 2013
- School Improvement Targets for 2013

## Certification

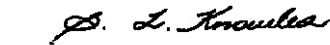
This plan was developed in consultation with the school community and meets school needs and systemic requirements.



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Susan Cowley (Principal)



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(P&C President)



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Samantha Knowles (Assistant Regional Director)

School strategies	Actions	Performance Measures		Responsible Officer / Resources
		Description	Timelines & Targets	
<b>SCHOOL CURRICULUM</b>				
<b>School Curriculum Delivery &amp; Support</b>				
<p><i>To achieve strong alignment between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.</i></p> <p><i>Plan and implement sequenced challenging curriculum to scaffold student learning, supported by effective use of resources.</i></p> <p><i>The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs.</i></p>	<p><b>Systemic Delivery of Curriculum</b></p> <ul style="list-style-type: none"> <li>✓ Literacy the Loganholme Way</li> <li>✓ Numeracy the Loganholme Way</li> <li>✓ Support Timetables</li> <li>✓ C2Cs across the school.</li> <li>✓ ACARA roll out.</li> </ul> <p><b>Differentiated Learning</b></p> <ul style="list-style-type: none"> <li>✓ Learning Ladders</li> <li>✓ Targeted teaching groups</li> <li>✓ Proficiency Homework Levels</li> <li>✓ Differentiation Surfboards</li> <li>✓ QAR linked in with BLOOMs</li> <li>✓ Words Their Way profiling</li> </ul> <p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>✓ Prevention, Intervention and Extension Framework to target: <ul style="list-style-type: none"> <li>○ Years 1, 3, 5 and 7 in Semester 1 and</li> <li>○ Prep and Years 2, 4 &amp; 6 in Semester 2.</li> </ul> </li> </ul>	<p><b>Indicators of success for Leadership team:</b></p> <p><i>Specific timetables will see all classrooms implementing the whole school literacy program – Literacy the Loganholme Way - at set times and with appropriate support for:</i></p> <ul style="list-style-type: none"> <li>✓ Indigenous Students</li> <li>✓ Students in Care</li> <li>✓ SEP students</li> </ul> <p><i>The school will also continue with Early intense intervention to further support whole school Literacy strategy for:</i></p> <ul style="list-style-type: none"> <li>✓ Indigenous Students</li> <li>✓ Students in Care</li> <li>✓ SEP students</li> </ul> <p><i>Numeracy the Loganholme Way will see daily focus on number and use for the gradual release model for explicit teaching lessons.</i></p>	<p><b>Checkpoints:</b></p> <p><i>Established from the First Steps program all students in Prep and Year 1 will be assessed at 3 intervals each year: February, Jun and October.</i></p> <p><b>Pat Data:</b></p> <ul style="list-style-type: none"> <li>✓ Mapping of data is done twice yearly for all students in Years 1-7.</li> <li>✓ Tracking of progress to determine relative gain or loss is done in both April and November.</li> </ul> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>✓ All students to be above the NMS.</li> <li>✓ Intervention groups to have successfully moved one band to the right</li> <li>✓ Extension groups to move two bands to the right.</li> <li>✓ Targeted groups to meet individual targets set by teachers and Principal.</li> </ul>	<p><b>Principal</b></p> <p><b>Deputy Principal</b></p> <p><b>Teaching and Learning Coach – Early Phase</b></p> <p><b>Teaching and Learning Coach – Middle Phase</b></p> <p><b>Classroom Teachers</b></p>

School strategies	Actions	Performance Measures		Responsible Officer / Resources
		Description	Timelines & Targets	
<b>TEACHING PRACTICE</b>				
<i>High Quality Teaching Practice</i>				
<p><i>Leadership Team to continue to demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on what they wish to see occur.</i></p> <p><i>Teachers to deliver high quality teaching focussed on the achievement of every student using data on a regular basis to monitor the effectiveness of their own efforts to meet these targets.</i></p> <p><i>The school to implement a systemic plan for collection, analysis and use of student data.</i></p>	<p><b>Effective Teaching Practices</b></p> <ul style="list-style-type: none"> <li>✓ Gradual Release Model (I Do, We Do, You Do)</li> <li>✓ WALT &amp; WILF</li> <li>✓ Rigorous Assessment</li> </ul> <p><b>Analysis &amp; Discussion of Data</b></p> <ul style="list-style-type: none"> <li>✓ Data Mapping with curriculum coach &amp; STL&amp;N.</li> <li>✓ Individual Data meetings each term between classroom teacher and principal.</li> <li>✓ Assessment of Learning and Assessment for Learning.</li> </ul> <p><b>Feedback Opportunities</b></p> <ul style="list-style-type: none"> <li>✓ Staff Meeting</li> <li>✓ Year level Meetings</li> <li>✓ Individual Meetings with Principal each term</li> <li>✓ Developing Performance Framework</li> </ul>	<p><b>This will be done through:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Coaching:</b> As per school Coaching Model which can be used with any aspect of the curriculum. In 2013 the school will use FTE to have two coaches – one for the Early Phase and one for the Middle Phase.</li> <li>✓ <b>Mentoring:</b> Assigning all Experienced Senior Teachers (EST) to new and beginning teachers to support with the planning, practice, feedback cycle. Release these partnerships at regular times to show school commitment to the mentoring program.</li> <li>✓ <b>Building Capacity of TAs:</b> Continued upskilling of TAs to ensure their work in classrooms is consistent with classroom teachers.</li> <li>✓ <b>Building Capacity of Staff:</b> Continued individual meetings with teaching staff each term to identify any specific issues or needs related to the classrooms.</li> </ul>	<p><b>End of Term 1</b> All new and beginning teachers to have been fully supported through coaching on implementing:</p> <ul style="list-style-type: none"> <li>✓ Use of WALT &amp; WILF</li> <li>✓ Literacy the Loganholme Way</li> <li>✓ Numeracy the Loganholme Way</li> <li>✓ Data Mapping</li> </ul> <p>Established Mentoring Partnerships with ESTs &amp; more inexperienced teachers.</p> <p>Identified TAs for targeted support groups for 2013 using the PLA document.</p> <p><b>End of Term 2</b> All staff to be using:</p> <ul style="list-style-type: none"> <li>✓ The Gradually Release Model</li> <li>✓ One school for all whole school assessment results.</li> <li>✓ Developed and Implemented DPF Phase 2 for all staff.</li> </ul> <p><b>End of Term 3</b></p> <ul style="list-style-type: none"> <li>✓ Coaches to have moved into the 2s, 4s and 6s for coaching</li> <li>✓ NAPLAN strategy to be fully implemented</li> </ul> <p><b>End of Term 4</b></p> <ul style="list-style-type: none"> <li>✓ Teacher placements based on data and feedback.</li> </ul>	<p><b>Principal</b></p> <p><b>Deputy Principal</b></p> <p><b>Teaching and Learning Coach – Early Phase</b></p> <p><b>Teaching and Learning Coach – Middle Phase</b></p> <p><b>Experienced Senior Teachers</b></p> <p><b>Classroom Teachers</b></p>

School strategies	Actions	Performance Measures		Responsible Officer
		Description	Timelines & Targets	
<b>SCHOOL COMMUNITY</b>				
<b>School Community Partnerships</b>				
<p><i>Build and maintain positive partnerships between students, staff, parents and wider community members that support a positive, respectful, inclusive learning environment through school programs, school events, and effective communication.</i></p> <p><i>To build a school ethos around high expectations and a commitment to academic excellence.</i></p> <p><i>High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.</i></p>	<p><b>A Culture that promotes Learning</b></p> <ul style="list-style-type: none"> <li>✓ Responsible Behaviour Plan for Students.</li> <li>✓ Increased opportunities to engage and work productively with school community.</li> <li>✓ School organisation to offer extra-curricular activities during school and lunchtimes.</li> </ul> <p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>✓ Parent Education Evenings</li> <li>✓ Classroom &amp; Specialist Newsletters</li> <li>✓ Parent Teacher Interviews</li> <li>✓ P&amp;C meetings at night</li> <li>✓ Committee &amp; parent group meetings through the day.</li> <li>✓ Surveys each term to get feedback on all school domains.</li> <li>✓ Website support documents and hyperlinks for parents to access to better support their children at home.</li> </ul>	<p><b>Community Partnership Programs</b></p> <ul style="list-style-type: none"> <li>✓ Little Kingfishers</li> <li>✓ Before and after school Literacy Programs</li> <li>✓ Increased Parent Support in classrooms</li> <li>✓ Homework program.</li> <li>✓ Literacy and Numeracy Maths Mats</li> </ul> <p><b>Avenues for Feedback</b></p> <p><i>In addition to the School Opinion Survey the school will continue to get regular feedback from the community on issues right across the school domain. This will be done through the use of:</i></p> <ul style="list-style-type: none"> <li>✓ Survey Monkey</li> <li>✓ Paper surveys as a part of the Newsletter</li> <li>✓ Open Community Forums</li> <li>✓ Regular engagement with parents at school events.</li> </ul>	<p><b>End of Term 1:</b></p> <ul style="list-style-type: none"> <li>✓ Little Kingfishers Program implemented</li> <li>✓ Parent teacher interviews</li> <li>✓ Survey Term 1</li> </ul> <p><b>End of Term 2:</b></p> <ul style="list-style-type: none"> <li>✓ Parent Education Evenings</li> <li>✓ Homework Program</li> <li>✓ Literacy Pals</li> <li>✓ Survey Term 2</li> </ul> <p><b>End of Term 3:</b></p> <ul style="list-style-type: none"> <li>✓ Pre-Prep Program implemented</li> <li>✓ Parent teacher interviews</li> <li>✓ Community Forum</li> <li>✓ Survey Term 3</li> </ul> <p><b>End of Term 4:</b></p> <ul style="list-style-type: none"> <li>✓ Parent Education Evenings</li> <li>✓ Transition Program</li> <li>✓ Survey Term 4</li> </ul>	<p><b>Principal</b></p> <p><b>Deputy Principal</b></p> <p><b>Teaching and Learning Coach – Early Phase</b></p> <p><b>Teaching and Learning Coach – Middle Phase</b></p> <p><b>Classroom Teachers</b></p> <p><b>Teacher Aides</b></p> <p><b>P&amp;C Executive</b></p> <p><b>Parents and other Community members</b></p>

School strategies	Actions	Performance Measures	Responsible Officer
		Key Performance Indicators, Targets and Measures	
<b>PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY</b>			
<b>Leadership &amp; School Capability</b>			
<p><i>Leadership Team to maintain a high quality workforce with a focus on continuous improvement through instructional leadership and adopting personal responsibility for driving school improvement.</i></p> <p><i>Teachers to show a commitment to their profession by placing high priority on implementing better teaching methods and evidence based teaching strategies.</i></p> <p><i>Students to engage as active self-directed learners in a safe and supportive environment.</i></p> <p><i>Building capacity of leadership from Principal down to the student body.</i></p>	<p><b>An Explicit Improvement Agenda</b></p> <ul style="list-style-type: none"> <li>✓ Strategic use of all data both systemic and non-systemic to drive continuous school improvement.</li> </ul> <p><b>An Expert Team</b></p> <ul style="list-style-type: none"> <li>✓ Coaching</li> <li>✓ Mentoring</li> <li>✓ Whole staff approach (including the leadership team) to all aspects of professional learning.</li> <li>✓ Leadership team supporting planning, practice and reflection.</li> </ul>	<p><b>2013 will result in:</b></p> <ul style="list-style-type: none"> <li>✓ School programs will be teacher driven.</li> <li>✓ Data mapping and individual student targets will be set and used by teachers because they want to see student improvement not because of compliance.</li> <li>✓ A triangulated partnership driving student success.</li> <li>✓ Full implementation of Year 7 Leadership Program</li> <li>✓ Community Decision Making</li> </ul>	<p><b>Principal</b></p> <p><b>Deputy Principal</b></p> <p><b>Teaching and Learning Coaches</b></p> <p><b>Staff</b></p>
<b>OTHER REQUIREMENTS</b>			
<b>For development in 2013</b>			
<b>WH&amp;S Plan of Action</b>	<b>Revise existing procedures to ensure currency.</b>	<b>Processes reflect best practice.</b>	<b>Business Services Manager WHS Officer</b>
<b>Whole School iPad Program</b>		<b>Processes reflect best practice.</b>	<b>Deputy Principal</b>
<b>Responsible Behaviour Plan</b>	<b>Implementation of 2012 review</b>	<b>Processes and practice consistent with the plan and policy and procedures.</b>	<b>Principal</b>
<b>Curriculum Risk Assessment Plan</b>	<b>Further enhance knowledge of and effective use of Curriculum Risk Assessment procedures.</b>	<b>Processes reflect best practice.</b>	<b>Deputy Principal</b>