2013 ANNUAL IMPLEMENTATION PLAN
Loganholme State School

Key priorities for 2013

School Improvement Agenda
- AI 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 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.

Susan Cowley (Principal)
(P&C President)
S. D. Knowles (Assistant Regional Director)
### School Curriculum Delivery & Support

**Systemic Delivery of Curriculum**
- Literacy the Loganholme Way
- Numeracy the Loganholme Way
- Support Timetables
- C2Cs across the school.
- ACARA roll out.

**Differentiated Learning**
- Learning Ladders
- Targeted teaching groups
- Proficiency Homework Levels
- Differentiation Surfboards
- QAR linked in with BLOOMs
- Words Their Way profiling

**Intervention**
- Prevention, Intervention and Extension Framework to target:
  - Years 1, 3, 5 and 7 in Semester 1 and
  - Prep and Years 2, 4 & 6 in Semester 2.

**Indicators of success for Leadership team:**
- Specific timetables will see all classrooms implementing the whole school literacy program - Literacy the Loganholme Way - at set times and with appropriate support for:
  - Indigenous Students
  - Students in Care
  - SEP students

The school will also continue with Early Intensive Intervention to further support whole school literacy strategy for:
- Indigenous Students
- Students in Care
- SEP students

Numeracy the Loganholme Way will see daily focus on number and use for the gradual release model for explicit teaching lessons.

**Checkpoints:**
- Established from the First Steps program all students in Prep and Year 1 will be assessed at 3 intervals each year: February, June and October.
- Pat Data:
  - Mapping of data is done twice yearly for all students in Years 1-7.
  - Tracking of progress to determine relative gain or loss is done in both April and November.

**NAPLAN**
- All students to be above the NMS.
- Intervention groups to have successfully moved one band to the right.
- Extension groups to move two bands to the right.
- Targeted groups to meet individual targets set by teachers and Principal.

**Responsible Officer / Resources**

- **Principal**
- **Deputy Principal**
- **Teaching and Learning Coach – Early Phase**
- **Teaching and Learning Coach – Middle Phase**
- **Classroom Teachers**
<table>
<thead>
<tr>
<th>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.</th>
<th>Effective Teaching Practices</th>
<th>This will be done through:</th>
<th>End of Term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Gradual Release Model (I Do, We Do, You Do)</td>
<td>✓ Coaching: 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.</td>
<td>✓ End of Term 2</td>
<td>✓ Principal</td>
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<td>✓ WALT &amp; WILF</td>
<td>✓ Mentoring: 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.</td>
<td>✓ End of Term 3</td>
<td>✓ Deputy Principal</td>
</tr>
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<td>✓ Rigorous Assessment</td>
<td>✓ Building Capacity of TAs: Continued upskilling of TAs to ensure their work in classrooms is consistent with classroom teachers.</td>
<td>✓ End of Term 4</td>
<td>✓ Teaching and Learning Coach – Early Phase</td>
</tr>
<tr>
<td>✓ Analysis &amp; Discussion of Data</td>
<td>✓ Building Capacity of Staff: Continued individual meetings with teaching staff each term to identify any specific issues or needs related to the classrooms.</td>
<td>✓ Teacher placements based on data and feedback.</td>
<td>✓ Teaching and Learning Coach – Middle Phase</td>
</tr>
<tr>
<td>✓ Data Mapping with curriculum coach &amp; STL&amp;N.</td>
<td>✓ Feedback Opportunities</td>
<td>✓ End of Term 2</td>
<td>✓ Experienced Senior Teachers</td>
</tr>
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<td>✓ Individual Data meetings each term between classroom teacher and principal.</td>
<td>✓ Staff Meeting</td>
<td>✓ Identified TAs for targeted support groups for 2013 using the PLA document.</td>
<td>✓ Classroom Teachers</td>
</tr>
<tr>
<td>✓ Assessment of Learning and Assessment for Learning.</td>
<td>✓ Year level Meetings</td>
<td>✓ The Gradually Release Model</td>
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<tr>
<td>School strategies</td>
<td>Actions</td>
<td>Performance Measures</td>
<td>Responsible Officer</td>
</tr>
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<tr>
<td><strong>SCHOOL COMMUNITY</strong></td>
<td><strong>School Community Partnerships</strong></td>
<td><strong>End of Term 1:</strong></td>
<td>Principal</td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td><strong>A Culture that promotes Learning</strong></td>
<td>✓ Little Kingfishers Program implemented ✓ Parent teacher interviews ✓ Survey Term 1</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>To build a school ethos around high expectations and a commitment to academic excellence.</td>
<td>✓ Responsible Behaviour Plan for Students. ✓ Increased opportunities to engage and work productively with school community. ✓ School organisation to offer extracurricular activities during school and lunchtimes.</td>
<td><strong>End of Term 2:</strong></td>
<td>Teaching and Learning Coach – Early Phase</td>
</tr>
<tr>
<td>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.</td>
<td><strong>Community Engagement</strong></td>
<td>✓ Parent Education Evenings ✓ Classroom &amp; Specialist Newsletters ✓ Parent Teacher Interviews ✓ P&amp;C meetings at night ✓ Committee &amp; parent group meetings through the day. ✓ Surveys each term to get feedback on all school domains. ✓ Website support documents and hyperlinks for parents to access to better support their children at home.</td>
<td>Teaching and Learning Coach – Middle Phase</td>
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<td><strong>End of Term 3:</strong></td>
<td>Classroom Teachers</td>
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<td>✓ Pre-Prep Program implemented ✓ Parent teacher interviews ✓ Community Forum ✓ Survey Term 3</td>
<td>Teacher Aides</td>
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<td><strong>End of Term 4:</strong></td>
<td>P&amp;C Executive</td>
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<td></td>
<td>✓ Parent Education Evenings ✓ Transition Program ✓ Survey Term 4</td>
<td>Parents and other Community members</td>
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</table>
## Principal Leadership and School Capability

**Leadership & School Capability**

- **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.
- **Teachers** to show a commitment to their profession by placing high priority on implementing better teaching methods and evidence based teaching strategies.
- **Students to engage as active self-directed learners in a safe and supportive environment.**
- **Building capacity of leadership from Principal down to the student body.**

**An Explicit Improvement Agenda**
- Strategic use of all data both systemic and non-systemic to drive continuous school improvement.

**An Expert Team**
- Coaching
- Mentoring
- Whole staff approach (including the leadership team) to all aspects of professional learning.
- Leadership team supporting planning, practice and reflection.

**2013 will result in:**
- School programs will be teacher driven.
- Data mapping and individual student targets will be set and used by teachers because they want to see student improvement not because of compliance.
- A triangulated partnership driving student success.
- Full implementation of Year 7 Leadership Program
- Community Decision Making

### Responsible Officer
- **Principal**
- **Deputy Principal**
- **Teaching and Learning Coaches**
- **Staff**

## Other Requirements

**For development in 2013**

<table>
<thead>
<tr>
<th>WH&amp;S Plan of Action</th>
<th>Revise existing procedures to ensure currency.</th>
<th>Processes reflect best practice.</th>
<th>Business Services Manager WHS Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School iPad Program</td>
<td>Implementation of 2012 review</td>
<td>Processes reflect best practice.</td>
<td>Deputy Principal</td>
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<tr>
<td>Responsible Behaviour Plan</td>
<td>Further enhance knowledge of and effective use of Curriculum Risk Assessment procedures.</td>
<td>Processes and practice consistent with the plan and policy and procedures.</td>
<td>Principal</td>
</tr>
<tr>
<td>Curriculum Risk Assessment Plan</td>
<td></td>
<td>Processes reflect best practice.</td>
<td>Deputy Principal</td>
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