

Loganholme State School – Strategic Plan 2013-2016



Our Purpose: *To advance the literacy and numeracy skills of all students through appropriately targeted, learning experiences in an engaging school environment, where each child's academic, social, cultural and physical abilities are continuously improved through the development of their skills, knowledge and ways of working.*

	School Curriculum	High Quality Teaching Practice	Leadership & School Capability	School Community Partnerships
Goals	<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>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><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><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>
Key Strategies	<p>Systemic Delivery of Curriculum</p> <ul style="list-style-type: none"> ✓ Literacy the Loganholme Way ✓ Numeracy the Loganholme Way ✓ Classroom Timetables <p>Differentiated Learning</p> <ul style="list-style-type: none"> ✓ Learning Ladders ✓ Targeted teaching groups ✓ Proficiency Homework Levels ✓ Differentiation Surfboards ✓ QAR linked in with BLOOMs ✓ Words Their Way profiling 	<p>Effective Teaching Practices</p> <ul style="list-style-type: none"> ✓ Gradual Release Model (I Do, We Do, You Do) ✓ WALT & WILF ✓ Rigorous Assessment <p>Analysis & Discussion of Data</p> <ul style="list-style-type: none"> ✓ Data Mapping with curriculum coach & STL&N. ✓ Individual Data meetings each term between classroom teacher and principal. ✓ Assessment of Learning and Assessment for Learning. 	<p>An Explicit Improvement Agenda</p> <ul style="list-style-type: none"> ✓ Strategic use of all data both systemic and non-systemic to drive continuous school improvement. ✓ Regular meetings <p>An Expert Team</p> <ul style="list-style-type: none"> ✓ Coaching ✓ Mentoring ✓ Whole staff approach (including the leadership team) to all aspects of professional learning. ✓ Leadership team supporting planning and 	<p>A Culture that promotes Learning</p> <ul style="list-style-type: none"> ✓ Responsible Behaviour Plan for Students. ✓ Increased opportunities to engage and work productively with school community. ✓ School organisation to Offer of extra-curricular activities during school and lunchtimes.
Targeted Use of Resources & Financial Management	<p>Curriculum</p> <ul style="list-style-type: none"> ✓ Intervention: Continue with intense human and financial support for Literacy the Loganholme Way. ✓ Leadership Support: Specific timetables to ensure all school organisation is aligned with classroom priorities. 	<p>Practice</p> <ul style="list-style-type: none"> ✓ Coaching: As per school Coaching Model which can be used with any aspect of the curriculum. ✓ Mentoring: Assigning all teachers with little to no experience with an experienced senior teacher. ✓ Building Capacity: Continued upskilling of TAs to ensure their work in classrooms is consistent with classroom teachers. 	<p>Leadership</p> <ul style="list-style-type: none"> ✓ STL&N to work in accordance with school Prevention, Extension & Intervention Framework. ✓ Intervention teachers to work with identified students in the 9 months prior to NAPLAN. ✓ Student Advancement Committee (SAC) to continue to monitor and guide identified students. ✓ Lunchtime Activities and Year 7 Leadership Program. ✓ Whole School Behaviour Management System and recognition of good behaviour each term. 	<p>Community</p> <ul style="list-style-type: none"> ✓ Partnerships: Little Kingfishers, Before and After school Literacy Programs, Increased Parent Support in classrooms, Homework program. ✓ Support: Literacy and Numeracy Mats, Documents and Hyperlinks on school website for parents to access to better support their children at home.

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Leadership	<p>Curriculum</p> <ul style="list-style-type: none"> ✓ Continue with school Curriculum Framework to ensure: <ul style="list-style-type: none"> ○ Curriculum being taught is in accordance with EQ policy. (eg ACARA). ○ Whole School programs 	<p>Practice</p> <ul style="list-style-type: none"> ✓ Continue with the school Pedagogical Framework to ensure: <ul style="list-style-type: none"> ○ Consistency: In the approach to both Literacy and Numeracy in every classroom, every day. ○ Differentiation: To exist in teaching episodes using the strategies outlined in this framework and in homework using the proficiency levels. 	<p>Leadership</p> <ul style="list-style-type: none"> ✓ Continue with school "Prevention, Intervention & Extension" strategy to ensure: <ul style="list-style-type: none"> ○ Strategic use of data ○ Prevention strategies are employed from time of Pre-prep. 	<p>Community</p> <ul style="list-style-type: none"> ✓ Curriculum Engagement: Parent Education Evenings for all curriculum initiatives, Classroom and Specialist Newsletters and Parent teacher Interviews in both Term 1 and Term 3. ✓ School Events: Combination of both daytime and night times events to cater for both working and non-working parent groups. ✓ Parent Satisfaction: Responsible Behaviour Plan for students, ✓ Partnerships: Little Kingfishers, Special Needs, Intervention, Classroom Support, Homework program, Before and After School Programs
Targets & Indicators	<p>Curriculum</p> <ul style="list-style-type: none"> ✓ Vertically alignment of year level planning. ✓ NAPLAN Results ✓ One-school Data ✓ Whole school programs aligned with ACARA 	<p>Practice</p> <ul style="list-style-type: none"> ✓ NAPLAN results with an increased number of students above the NMS, increased MEAN and shift of students to the right in NAPLAN band allocations. ✓ PAT DATA to be used to data map students so teachers are targeting each child. This process to eventually be teacher (rather than leadership team) driven. ✓ Individual Goal Setting (like learning ladders) owned and driven by the classroom teachers. ✓ Teachers routinely use objective data on student achievement as evidence of successful teaching. 	<p>Leadership</p> <ul style="list-style-type: none"> ✓ NAPLAN results with an increased number of students above the NMS, increased MEAN and shift of students to the right in NAPLAN band allocations. ✓ PAT Test Data to show an increased number of children to have achieved beyond statistical growth each year. ✓ School Opinion Survey results to improve in all aspects of Students, Parents and teachers each year as the school has the opportunity to develop stability. 	<p>Community</p> <ul style="list-style-type: none"> ✓ Level of engagement from community to be evidenced at school events both day and night. ✓ School Opinion Survey to indicate more positive relations and community satisfaction with the school. ✓ P&C as a body is able to develop and implement a strategic plan aligned closely with the school.

Certification

This strategic plan was developed in consultation with the school community.


 Susan Cowley
 Principal

November 12, 2012


 Belinda Davison
 P & C President
 Strategic Plan endorsed by the P&C
 November 12, 2012


 Samantha Knowles
 Assistant Regional Director
12/11/12