



Loganholme State School

2021 Annual Implementation Plan

Improvement Priority 1. Teaching

Targets

- 100% of staff are engaged in planning cycles.
- 100% of teachers receive feedback following Learning Walks.
- 90% of teachers have identified a deeper understanding of the agreed intended curriculum.

Strategy:	Design a school framework incorporating the 3 levels of planning that supports multi-age classes, moderation practices and agreed intended curriculum.		
Actions	Timeline	Responsible Officer(s)	
Teachers collaboratively engage in unit planning each term, lead by the Head of Department: Curriculum and supported by a member of the Inclusion Team.	Ongoing	HOC, HOSES	
Whole school and year level plans are reviewed by the end of Term 2 to reflect agreed intended curriculum and context.	Term 2	HOC	
Collaboratively review and refine moderation processes so that they further inform teacher understanding and implementation of intended curriculum.	Term 2	Principal, Deputy Principal, HOC	
Re-establish Program Teams to review the alignment of curriculum across year level plans.	Term 3	Principal, Deputy Principal, HOC, HOSES	
Strategy:	8A - Review and refine the school's pedagogical framework with associated PD, to ensure it is clearly understood and consistently implemented across the school.		
Actions	Timeline	Responsible Officer(s)	
Use the pedagogical framework review tool to unpack existing practices.	Term 2	Principal, Deputy Principal, HOC, HOSES	
Use a collaborative inquiry process to identify differing pedagogical practices that inform what we do.	Term 3	Principal, Deputy Principal, HOC, HOSES, Year Coordinator	
Collaboratively develop a Pedagogical Framework that is informed by evidence based practices.	Term 4	Year Coordinator	
Strategy:	1C - Further explore line of sight systems or processes that support the quality assuring of intended expectations being enacted.		
Actions	Timeline	Responsible Officer(s)	
Collaboratively develop a schedule/plan for Learning Walks to include goals aligned with school-wide expectations and feedback is provided in a timely manner.	Ongoing	Principal, Deputy Principal	
Refine the case management process reflecting the assessment waterfall chart (Sharratt)	Ongoing	Principal, Deputy Principal, HOD	





Loganholme State School

2021 Annual Implementation Plan

Improvement Priority 1. Teaching

Targets

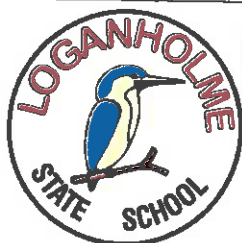
100% of staff are engaged in planning cycles.

100% of teachers receive feedback following Learning Walks.

90% of teachers have identified a deeper understanding of the agreed intended curriculum.

Strategy:	5B - Identify and establish collaborative opportunities that support teams to build curriculum and inclusive knowledge and practices beyond their own year level.	
Actions	Timeline	Responsible Officer(s)
Provide opportunities for case management to be enhanced through the involvement of teachers from other year levels.	Ongoing	Principal, Deputy Principal, HOD, HOSES
Provide professional development opportunities around descriptive feedback to enhance the case management process.	Ongoing	Principal, Deputy Principal, HOC, HOSES
Re-establish Program Teams to develop knowledgeable others in curriculum learning areas with a clearly articulated feedback cycle.	Term 3	Principal, Deputy Principal, HOC, HOSES
Within planning days provide opportunities for collaborative inquiry into curriculum before and after own year level.	Ongoing	HOC





Loganholme State School

2021 Annual Implementation Plan

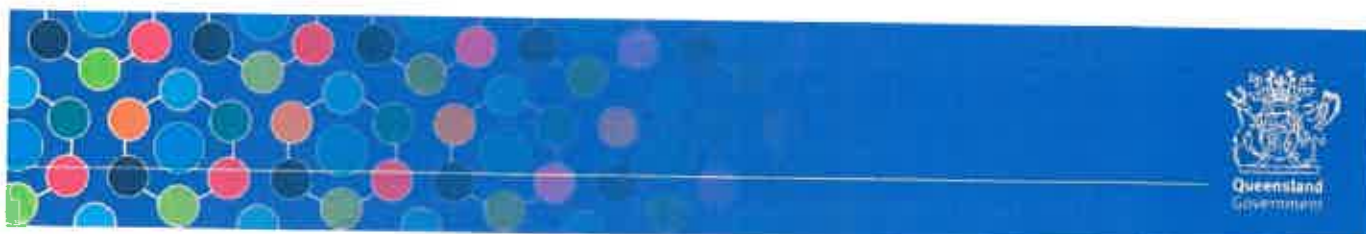
Improvement Priority 2. Learning

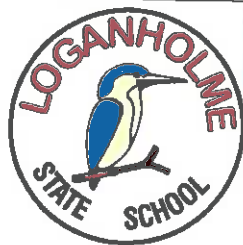
Targets

50% of teachers voluntarily identify for WOW time.

90% of teachers identify that they are able to understand how data is collected and how it can be used as the starting point for student improvement.

Strategy:	2A - Collaboratively review the school data collection summary to determine the most effective assessment information to assist in identifying the starting points for student improvement, monitoring student achievement and supporting staff data literacy skills.		
Actions	Timeline	Responsible Officer(s)	
Develop a school data schedule that aligns with the 3 levels of planning.	Ongoing	Deputy Principal, HOD	
Align summative assessments and guides to making judgements with Australian Curriculum.	Ongoing	HOC	
Review the assessment schedule for Standardised Assessments.	Term 2	Principal, Deputy Principal, HOC	
Provide professional learning opportunities for staff to understand data collected and how it can be used to inform the starting point for student improvement.	Ongoing	Principal, Deputy Principal, HOC, HOSES	
Strategy:	5A - Further develop opportunities for coaching, feedback and WOW that support school priorities.		
Actions	Timeline	Responsible Officer(s)	
Consistently conduct learning walks and talks in line with the goals and feedback cycle.	Ongoing	Principal, Deputy Principal	
Collaboratively develop a schedule for WOW that aligns to school priorities. Identify a clear learning intention for the WOW time and provide reflection with actions to your Line Manager.	Ongoing	Deputy Principal	
Strategy:	7A - Develop the capacity of staff members to build an inclusive culture and mindset, through targeted professional learning and inclusion policy.		
Actions	Timeline	Responsible Officer(s)	
Provide PD around NCCD categories.	Ongoing	HOSES	
Whole school documentation of adjustments in planning documents.	Term 4	HOD, HOSES	
Build staff capability to use personalised learning through explicit links on planning days.	Term 4	HOC, HOSES	





Loganholme State School

2021 Annual Implementation Plan

Improvement Priority 2. Learning

Targets

50% of teachers voluntarily identify for WOW time.

90% of teachers identify that they are able to understand how data is collected and how it can be used as the starting point for student improvement.

Strategy: 1B - Align the school roles and responsibilities framework for all leader stakeholders to support building leadership capabilities to drive school priorities.

Actions

Actions	Timeline	Responsible Officer(s)
Review and refine the roles and responsibilities framework and articulate to staff.	Ongoing	Principal, Deputy Principal
Provide opportunities to build leadership capabilities through professional development and networking.	Ongoing	Principal, Deputy Principal

Improvement Priority 3. Connectedness

Targets

2020 - Headline Indicator: Attendance = 91% 2021 - Headline Indicator: Attendance = 92.5%

95% of pre-Prep students attend planned Orientation activities and days.

2020 Headline Indicator: Behaviour = 71 short; 0 long 2021 Headline Indicator TARGET: Behaviour = 55 short; 0 long

Strategy: 3A - Devise and communicate the necessary implementation and professional learning opportunities associated with the deployment of the PBL approach across the school.

Actions

Actions	Timeline	Responsible Officer(s)
Develop staff knowledge and understanding of PBL in the classroom through professional development and collegial sharing.	Ongoing	Jennifer Buckland, Renee Child, Richard Gabriel, Breeana Newans, Amanda Wong
Develop a PBL action plan for the implementation of PBL.	Term 2	Renee Child

Strategy: 9A - Enhance and explore further opportunities with the high school and ECEC to support successful transitions.

Actions

Actions	Timeline	Responsible Officer(s)
Develop whole school plans that support the transitions from and to other settings.	Ongoing	Deputy Principal
Explore network options that support successful transitions.	Ongoing	Deputy Principal





Loganholme State School

2021 Annual Implementation Plan

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

