

Investing for Success

Under this agreement for 2021
Loganholme State School will receive

\$209,006*

This funding will be used to

| Target | Measures | | | | | | | | |
|---|--|--|--------------|-------------|--|---------------------|--------------|-------------|----------------------|
| Student evidence will reflect a whole school approach to pedagogy and the AC resulting in improved engagement and student outcomes. | ○ Baseline/endpoint: | | | | | | | | |
| | LOA data – English 2020 | | | | | | | | |
| | | Cohort | % A-C | %A-B | Total at Risk | Indig Cohort | % A-C | %A-B | Indig at Risk |
| | Total P-2 | 267 | 63% | 34% | 99 | 9 | 33% | 11% | 6 |
| | 2021 - goal | 272 | 70% | 40% | 80 | 13 | 50% | 30% | 3 |
| | Total 3-6 | 307 | 79% | 34% | 66 | 19 | 74% | 21% | 5 |
| | 2021 - goal | 317 | 85% | 40% | 46 | 19 | 80% | 20% | 0 |
| | | 2020 – Headline Indicator | | | 2021 – Headline Indicator TARGET | | | | |
| | Attendance | 91.0% | | | 92.5% | | | | |
| | Behaviour | 71 short suspensions 0 long suspensions | | | 55 short suspensions 0 long suspensions | | | | |
| | ○ Comparison: | | | | | | | | |
| | ○ data as provided on the Headline Indicators | | | | | | | | |
| | ○ Monitoring: | | | | | | | | |
| | ○ Teacher planning documents and lesson observations | | | | | | | | |
| | ○ Student feedback and work samples | | | | | | | | |
| | ○ English A – E data | | | | | | | | |

Our initiatives include

Improving pedagogy by:

- Review and refine the school's pedagogical framework with associated PD, to ensure it is clearly understood and consistently implemented across the school.
- Develop the capacity of staff to plan differentiated learning experiences that engage, challenge and extend student capability. Design and enact curriculum and pedagogical opportunities to construct learning experiences that are engaging and challenging for all students.
- Identify and establish collaborative opportunities that support teams to build curriculum and inclusive knowledge and practices beyond their own year level.



Enhancing Quality Curriculum

- Design a school framework that maps the horizontal and vertical alignment of the AC and supports multi-age classes, moderation practices and agreed intended curriculum.

Delivering targeted support and intervention by:

- 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.
- Further develop a whole-school approach to enable a deeper understanding of data collected and develop strategies to utilise this data to inform teaching practice and student achievement over time.
- Build the capacity of teachers to engage their students as assessment-literate learners through the further development of learning walls, goal establishment and feedback processes.
- Develop the capacity of staff members to build an inclusive culture and mindset, through targeted professional learning and inclusion policy.

Our school will improve student outcomes by

| | |
|---|------------|
| Undergo Recruitment and Selection process: Head of Department: Curriculum <ul style="list-style-type: none"> • Lead the relevant curriculum areas or whole school program to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students. • Embed socially just practices in daily school life. • Set high standards for student and staff performance. • Actively participate in lifelong learning and ongoing professional development. • Form partnerships with students, parents, other government agencies, and community groups. • Be futures oriented and strategic. • Understand the legislation and policies that impact on schooling especially in relation to students and staff within the school department. • Manage the human, financial, facilities and curriculum resources of the curriculum areas or whole school program to achieve goals. | \$ 124,000 |
| Teacher release to conduct and analyse Early Start Prep: <ul style="list-style-type: none"> • On entry: ½ day TRS • On exit: ½ day TRS Year 1 and Year 2: <ul style="list-style-type: none"> • On exit: ½ day TRS to conduct | \$11,520 |
| Provide targeted professional learning (incl. The Reading Centre courses) supported by planning, modelling, observation and feedback processes <ul style="list-style-type: none"> • TRS to purchase contract and TRS to release teachers for planning days | \$45,054 |
| Specialist support: Literacy Blocks for whole school intervention Purchase of 15 TA hours | \$28,432 |



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**Queensland
Government**