

# Loganholme State School 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1	Enhance school culture and support engagement by strengthening PBL management processes.	Phase D	Developing - D Implementing - I Embedding - E Reviewing - R	School priority 2	Support inclusion and wellbeing by planning and delivering differentiation, and/or designing, early and sustained interventions for students identified as requiring additional academic, social and or emotional support to access the curriculum.	Phase D	Developing - D Implementing - I Embedding - E Reviewing - R	
<b>Strategies/ies</b>	<ul style="list-style-type: none"> <li>- Strengthen PBL universal processes in classroom management and procedures through the use of the Explicit Teaching Cycle for fortnightly PBL focuses.</li> <li>- Continue to use the PBL processes to gather data, design and deliver lessons to address identified needs, and reflect on practices.</li> <li>- Engage school and parent community in creating a common language and shared understanding of positive behaviour for learning expectations through events, assemblies, Facebook, school newsletters and regular classroom communication and parent information sessions.</li> <li>- Universal schoolwide positive behaviour acknowledgement system</li> </ul>			<b>Strategies/ies</b>	<ul style="list-style-type: none"> <li>- Design and implement a student support referral process.</li> <li>- Develop a Case Management process to design a plan of support and adjustments.</li> <li>- Collaboratively design the inclusive support model through research and reflection with the support of Regional Inclusion Advisor.</li> <li>- Utilise PLT meetings to collaboratively planned differentiation.</li> <li>- Provide adjustments including planned use of assistive technologies, documenting adjustments in three levels of planning and in Personalised Learning Plans</li> </ul>			
<b>Actions including Responsible officer(s)</b>		<b>Resources</b>		<b>Actions including Responsible officer(s)</b>		<b>Resources</b>		
<ul style="list-style-type: none"> <li>- Specified time to teach PBL fortnightly focus lessons</li> <li>- Schoolwide acknowledgement system is visible in every classroom</li> <li>- Provide all staff with refresher training in ESCM to ensure consistency of approach and effective practices for all</li> <li>- Continue to utilise the PBL processes to gather data, design and deliver lessons to address identified need and reflect on practices</li> <li>- Release a school based PBL Coach one day per fortnight to support classroom teachers to implement the explicit teaching cycle of the fortnightly focus to build student engagement and positive relationships</li> <li>- Support teacher reflection of the ESCM through classroom profiling and train staff accordingly</li> <li>- Engage school community in creating a common language and shared understanding of positive behaviour for learning expectations through events, assemblies, Facebook, school newsletters and regular classroom communication and parent information sessions.</li> </ul> Responsible Officers: PBL Coach, Deputy Principal Years 3-6/Behaviour, HOSES, Principal.		<ul style="list-style-type: none"> <li>- Utilise I4S funds to release PBL Coach to design lesson overviews and support PBL processes</li> <li>- Access PD for staff to train as Classroom Profilers through QTU</li> <li>- Regional PBL Coaches supporting and reviewing school processes</li> </ul>		Provide adjustments including planned use of assistive technologies for identified students, documenting adjustments in three levels of planning and in Personalised Learning – OneSchool as appropriate <ul style="list-style-type: none"> <li>- Collaboratively design the inclusive support model through research and reflection with the support of Regional Inclusion Advisor.</li> <li>- Utilise PLT meetings to facilitate shared responsibilities for inclusion and differentiation.</li> <li>- Collaboratively design protocols for PLT meetings to document the planned differentiation.</li> <li>- Design and implement a student support referral process to the committee of knowledgeable others; Principal, Deputy Principals, GO, HOSES, SLP, Social Worker.</li> <li>- Develop a Case Management process to design a plan support and adjustments. Agreed plans to be documented in OneSchool.</li> <li>- Utilise Tier 2 and Tier 3 PBL processes to support identified students through Case Management to develop and document through PLLs Tier 2 and Tier 3 supports.</li> <li>- Explicit focus in Prep emergent literacy and oral language as identified in the Data Plan and where the data identifies intervention in the form of focussed and intensive teaching is provided.</li> </ul> Responsible Officers: Pedagogical Coach, Deputy Principal P-2/Curriculum, HOSES, Guidance Officer, Principal		<ul style="list-style-type: none"> <li>- GO increased to 0.9 FTE funded through WSS_SLR</li> <li>- SLP increased allocation funded through WSS-SLR</li> </ul>		
End Term 4	<b>Measurable outcomes</b>	<ul style="list-style-type: none"> <li>- Comparison of major behaviours recorded in OneSchool, tracking Behaviour Data</li> <li>- PBL Data tracker fortnightly</li> <li>- PBL Survey TFI yearly</li> <li>- School Opinion Survey 2023 as baseline Parents 73.5% Staff 16.7%</li> </ul>		End Term 4	<b>Measurable outcomes</b>	<ul style="list-style-type: none"> <li>- Document and implement student referral to Student Support Services process as a Standard of Practice</li> <li>- Review and improve the documentation of universal differentiation in three levels of planning</li> <li>- Review and improve the documentation of adjustments in Personalised Learning Plans, impacting on NCCD evidence</li> <li>- Case Management support documented in Class Dashboard and Personalised Learning Plans.</li> </ul>		
	<b>Success criteria</b>	<b>Behaviourally:</b> Students will communicate and demonstrate expected behaviours. Teachers will implement effective and explicit PBL focus lessons each fortnight using the explicit teaching cycle. Leadership team will ensure consistent implementation of PBL across the school supporting with professional development.			<b>Success criteria</b>	<b>Behaviourally:</b> Students identified as requiring intervention will participate in planned supports. Teachers will refer identified students to SSS for case management. Teachers will, with the support of Inclusion Team implement planned support strategies. Leadership team monitor referrals and planned supports for identified students through Case Management and Personalised Learning Plans in OneSchool.		
	<b>Artefacts</b>	- PBL Matrix, weekly lessons, communication via newsletters and Facebook			<b>Artefacts</b>	- SSS Referral Process documented as at Standard of Practice - Case Management documented in SSS records in OneSchool Class Dashboard.		
	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>
End Term 1	<ul style="list-style-type: none"> <li>- Design a whole school PBL Matrix to share with community</li> <li>- Every classroom displays a co-constructed Behaviour MATRIX and students describe classroom rules</li> </ul>	<b>Behaviourally:</b> Students will refer to class Matrix, describing expected behaviours. Teachers will co-construct a PBL Matrix with their class and display permanently. Teachers will refer back to the co-constructed Matrix to reinforce expectations. Leadership team including PBL Coach will monitor and support as required teachers to ensure the Matrix is displayed.	- Every class will display a co-constructed PBL Class Matrix		End Term 1	Design and implement a student support referral process to a committee of knowledgeable others.	<b>Behaviourally:</b> Students will be referred to SSS, and where appropriate will be case managed for either social/emotional/behavioural/communication/academic planned intervention. Teachers will discuss concerns with parents, and refer students to the SSS Leadership team will implement a referral process for referrals to Student Support Services, including Case Management procedures.	Standard of Practice SSS Case Management Roles & Responsibilities Inclusion
End Term 2	<ul style="list-style-type: none"> <li>- Whole school implementation of the explicit teaching cycle for the fortnightly PBL lessons</li> </ul>	<b>Behaviourally:</b> Students will describe the fortnightly focus and engage in the lesson cycle. Teachers will implement all aspects of the explicit teaching cycle. Leadership team including PBL Coach will support teachers to effectively implement classroom routines through the provision of an explicit lesson model along with feedback and profiling.	-PBL lesson design reflects the explicit teaching cycle		End Term 2	Collaboratively design the inclusive support model through research and reflection with the support of Inclusion Advisor. Implement inclusive support model.	<b>Behaviourally:</b> Students will engage in planned focus and intensive supports to assist with social, emotional, and academic needs. Teachers and Inclusion will collaborate to plan focussed and intensive supports. Leadership team will lead collaborative process to describe and document agreed inclusion model, providing clarity of roles and responsibilities.	Standard of Practice Inclusion Model
End Term 3	<ul style="list-style-type: none"> <li>- Implement a school wide system of universal acknowledgement and evidenced base correction</li> </ul>	<b>Behaviourally:</b> Students will receive positive acknowledgement for demonstrating classroom and school expectations. Teachers will utilise the agreed universal acknowledgement when reinforcing expected behaviours, using the ESCM strategies. Leadership team through the PBL Team will adopt a free and frequent acknowledgement system. Leadership team including PBL Coach will support teachers by providing professional learning in ESCM.	-School wide acknowledgement system		End Term 3	Utilise PLT meetings to build a shared understanding of intended learning and planned differentiation	<b>Behaviourally:</b> Student will be able to describe what they are learning and how they will know if they are successful. Teachers will plan and document universal adjustments in the three levels of planning, through the moderation cycle. Leadership team will facilitate the release of year level teams to engage in the moderation cycle to review intended learning and student learning needs	PLT Meetings to document & plan differentiation

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

Principal

P&C/School Council

School Supervisor