



2026 ANNUAL IMPLEMENTATION PLAN

LOGANHOLME STATE SCHOOL

We align systems, strengthen practice, and building culture by developing collective expertise through collaboration, visibility, and shared accountability to create inclusive, engaging classrooms where every student belongs and achieves success.

School priority 1 Educational achievement	By the end of 2026, develop and implement a consistent whole-school Systematic Synthetic Phonics instructional routine that includes four key components—review, teach, practice, and apply to strengthen students' word reading and spelling skills.	School priority 2 Belonging and engagement	By the end of 2026, student wellbeing, engagement, and sense of belonging will be strengthened through the strategic implementation of responsive multi-tiered systems of support that includes student voice and inclusive practices to improve student outcomes.
Monitoring Green –on track, Yellow – underway, Magenta – yet to commence.		Monitoring Green –on track, Yellow – underway, Magenta – yet to commence.	
	Term 1 Term 2 Term 3 Term 4		Term 1 Term 2 Term 3 Term 4
Link to school improvement strategy:	Educational Achievement; support student learning outcomes, curriculum implementation, and the development of teacher capacity to improve academic success. <ul style="list-style-type: none"> Strengthen the implementation of data-informed approaches to the teaching of reading Broaden leader and teacher understanding of the AC, and the expectations of the K–12 Framework, to support full curriculum implementation Formalise school-wide moderation practices to strengthen teachers' understanding of the AC and promote consistency Formalise opportunities for leaders and teachers to discuss effective pedagogical practices to cultivate shared understanding and language. 	Link to school improvement strategy:	Belonging and Engagement; school culture, relationships, inclusion, behaviour, and community connections—factors that build a sense of belonging and promote student and stakeholder engagement. <ul style="list-style-type: none"> Systematically enact behaviour support processes to ensure a safe, supportive, and orderly learning environment Establish a shared understanding of inclusive education to consolidate school-wide inclusive approaches Build teacher capability in differentiating for diverse learners
Strategies	<ul style="list-style-type: none"> Clarify the implementation of data-informed approaches to the teaching of reading through the Australian Curriculum Define and strengthen the teaching of reading using Departmental Reading Portal resources to build staff capability in instructional routines for teaching SSP (systematic synthetic phonics). Formalise school-wide moderation practices to strengthen shared understanding of the Australian Curriculum and promote consistency of teacher judgement, while embedding universal differentiation within planning processes and the ongoing monitoring of student data. 	Strategies	<ul style="list-style-type: none"> Embed a whole-school MTSS framework by strengthening Tier 1 universal systems of support through PCL and TRP. Establish and implement consistent Tier 2 and Tier 3 intervention systems to support targeted and intensive student needs within the MTSS framework. Build staff capability (teaching and non-teaching) in the dimensions of belonging through structured professional learning. Strengthen staff understanding and application of the Engagement Continuum to enhance student engagement. Review and refine collegial curriculum planning processes that ensure inclusion, differentiation, adjustments, and engagement are explicitly addressed. Review and strengthen case management processes to effectively identify, monitor, and support vulnerable students.

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
<ul style="list-style-type: none"> Lead structured data conversations to inform next steps and monitor progress (staff and PLTs). [DPs] Collaboratively develop and utilise a Professional Learning Wall aligned to the <i>Reading through the Australian Curriculum Prep–Year 6 Signposts</i>, with a focus on Systematic Synthetic Phonics (SSP). [DP; HoD] Deliver targeted professional learning to build capability in SSP and agreed routines. [DPs] Embed regular feedback and professional dialogue in PLTs to strengthen consistency. [DPs; HoD] Conduct planned observations (Daily Review, SSP) to inform coaching and mentoring. [P; DP; HoD] Strengthen curriculum clarity through pre-moderation and consistent use of Learning Intentions, Success Criteria, and Learning Walls. [P; DP; HoD] Establish coaching cycles to enable effective pedagogical practices, in line with engagement norms [P; DP; HoD; PET] 	<ul style="list-style-type: none"> Professional Learning Teams (PLTs) Planning days Staff meetings Australian Curriculum Reading Position Statement Signpost document K-12 Framework Reading through the Australian Curriculum portal PLD in-person/online training I4S funds for HOC SBS funds and I4S for PLT meetings through additional NCT time 	<ul style="list-style-type: none"> Build non-negotiable classrooms routines and engagement norms to establish consistency across rooms [DPs; PLC] Utilise role of Pedagogy and Engagement Teacher (Behaviour Boost) to build and reinforce staff capacity in pedagogy, classroom routines and engagement norms [P; PET] Continue to develop staff knowledge and capability of MTSS with a focus on universal practices (Tier 1) Prioritise TRP implementation with consistency across the school in all areas [DP; PET] Track and monitor behaviour interventions and student outcomes [DP; SSS] Develop and implement whole school processes and language in line with the dimensions of belonging (Doug Fisher) [P; DP] Formalise processes to monitor students requiring Tier 2 and 3 support on the Personal and Social Continuum [DP] Develop community connections to build a sense of belonging through information sessions, Facebook, Newsletter and P&C [All] Engage with SER Student Services team to implement Spotlight on Regulation initially with pilot year level to then expand across the school. [DP] 	<ul style="list-style-type: none"> Student Code of Conduct Australian Curriculum v9 K-12 Framework PCL Handbook Staff APR goals Behaviour Boost SER Student Services team

LOA TARGETS								
		P-2			3-6			
		#	CURRENT %	TARGET %	#	CURRENT %	TARGET %	
English: A-C	ALL	192	73.4	80	294	83.3	85	
	SWD	65	49.2	55	99	62.6	70	
	Current: 79.4%	FN	17	70.6	75	27	74.1	80
	BOY	103	68.9	75	151	75.5	80	
	GIRL	89	78.7	95	142	91.5	95	
	EAL/D	21	90.5	90	33	93.9	95	
English: A/B	ALL	192	42.7	50		44.2	50	
	SWD	65	33.8	40		15.2	25	
	Current: 43.6%	FN	17	23.5	30		40.7	45
	BOY	103	39.8	45		33.8	40	
	GIRL	89	46.1	50		55.6	60	
	EAL/D	21	38.1	40		72.7	75	

Students will:

- Achieve expected growth in reading through consistent application of SSP.
- Use Learning Intentions, Success Criteria, and Learning Walls to understand and articulate their learning.
- Engage in established routines that support focused, successful learning.

Staff will:

- Deliver consistent, explicit instruction using agreed SSP routines and Daily Review.
- Use data to plan, differentiate, and monitor student progress.
- Implement agreed instructional practices with fidelity, informed by coaching and feedback.
- Reinforce explicit teaching through structured small-group and individual support.

Leaders will:

- Lead structured, collaborative data conversations to drive improvement with timely feedback.
- Monitor and evaluate the implementation and impact of professional learning and instructional practices.

Artefacts:

- Daily Review observations
- Professional Learning Wall
- Three Levels of Planning
- SSP instructional routine observations

Attendance School Opinion Survey <i>Student behaviour is well managed</i> School Opinion Survey <i>I feel confident managing the behaviour of all of my students at this school.</i> Triangle Data (Whole School) SDA	P-2 90%	3-6 90%
	Parents 80%	Students 70%
	Staff 92%	
	T1 80%	T2 10% T3 10%
	P-2 8%	3-6 8%

Students will:

- Demonstrate a strong sense of belonging across all school contexts.
- Engage consistently with Tier 1 (universal) supports.

Staff will:

- Implement Tier 1 (universal) MTSS practices with consistency.
- Apply the dimensions of belonging to strengthen engagement and inclusion.

Leaders will:

- Build staff capability in MTSS, TRP, PCL, and the dimensions of belonging through coaching, modelling, and professional learning.
- Support consistent implementation of agreed practices across the school.

Artefacts:

- PCL Attendance Champions Awards & Data
- Staff Meeting PD PPTs
- The Resilient Youth Survey
- Staff Meeting Materials
- Triangle Data
- Student Wellbeing Survey
- OneSchool Data
- Relational mapping tool

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