

Loganholme State School 2025 ANNUAL IMPLEMENTATION PLAN



School priority 1	By the end of 2025, develop a consistent approach to teaching English in Prep – Year 6 through structured literacy, with a focus on reading to improve student outcomes.	Phase	<i>Implementing</i>	School priority 2	By the end of 2025, school culture and engagement will be improved as a result of embedding multi-tiered systems of support that are responsive to the needs of our students and staff.	Phase	<i>Implementing</i>						
Link to school review improvement strategy:	<ul style="list-style-type: none"> Create opportunities for leaders and teachers to collaboratively engage with a range of data, to plan next steps for learning and monitor student progress and achievement. Strengthen the implementation of data-informed approaches to the teaching of reading, to ensure effective and systematic delivery of reading within the AC. 			Link to school review improvement strategy:	<ul style="list-style-type: none"> Systematically enact behaviour support processes, including focused and intensive support, to ensure sustainability of a safe, supportive and orderly learning environment Establish a shared understanding of inclusive education and associated attitudes, behaviours and practices to consolidate school-wide inclusive approaches that support all students Build the capability of teachers in differentiating for the curriculum, the learner and the learning, to enhance their ability to engage the range of diverse learners 								
Strategies	<ul style="list-style-type: none"> Review and refine three levels of planning aligned to Australian Curriculum V9 English Enact the Reading Position Statement using the P-6 Implementation Guide and Signposts Build staff capability to implement Structured Literacy; through developing whole school explicit instructional routines Daily Reviews Implement Systematic Synthetic Phonics and word study to teach word reading and spelling using consistent instructional routines. 			Strategies	<ul style="list-style-type: none"> Refine and embed universal (Tier 1) systems of support across the school. Collaboratively develop and implement (Tier 2 and 3) intervention systems of support. Continue to use the PCL processes to gather data, design and deliver lessons to address identified needs through the explicit teaching cycle. Embed Case Management (Student Support Services) systems to support and identify vulnerable students. Introduce and Implement the Resilience Project as a school wide wellbeing and education program. 								
Actions including Responsible officer(s)			Resources			Actions including Responsible officer(s)			Resources				
<ul style="list-style-type: none"> Identifying the reading demands of the Australian Curriculum V9 English, aligning to unit planning (Level 3 Planning). Collaboratively create non-negotiables to ensure consistent practices across Prep – Year 6. Plan collaboratively agreed expectations for Daily Reviews. Implement systematic synthetic phonics using the resources of PLD. Use monitoring tools to track phonics knowledge and phonemic awareness to inform next steps for teaching and learning. Develop and document consistent use of metalanguage, visual cues and gestures, for teaching reading. <p>Responsible Officers: Deputy Principal (P-2), Deputy Principal Inclusion, HOD-C, Principal</p>			<ul style="list-style-type: none"> LSS Reading Team Professional Learning Teams (PLTs) Staff meetings Australian Curriculum Reading Position Statement K-12 Framework Reading through the Australian Curriculum PLD resources and training Year 1 Phonics Check DIBELS Monitoring Tools Literacy Hub I4S funds for HOD-C SBS funds for PLT meetings Collegial Agreement Framework 			<ul style="list-style-type: none"> Provide all staff with refresher training in ESCM to ensure consistency of approach and effective practices for all. All classroom teachers to be profiled in Term One by PCL Coach. All staff to document reasonable adjustments, evidence and progress notes for students through PLPs. Release a school based PBL Coach two days per week to support classroom teachers to implement MTSS and The Resilience Project. Develop staff knowledge and capability of MTSS with a focus on universals (Tier 1) Embed consistency of whole school behaviour expectations for learning and play time through PCL lessons and the Resilience Project. Develop and document Universal, Tier 2 and 3 supports and processes across the school using data informed practices. Collaboratively design the inclusive support model through research and reflection with the support of Regional Inclusion Advisor. Utilise PLT meetings to facilitate shared responsibilities for inclusion and differentiation. Refine case management system (SSS) to be data informed to assist with decision making and the implementation of all levels of support. Develop staff knowledge and capability through ongoing professional development using the school wide implementation of the Resilience Project Introduce the Resilience Project to the school community through information sessions, newsletters and Facebook. <p>Responsible Officers: Deputy Principal (3-6), Deputy Principal Inclusion, PBL Coach, HOD-C, GO, Principal</p>			<ul style="list-style-type: none"> Student Code of Conduct Australian Curriculum V9, Inclusion Education Policy/Statement. K-12 Framework PCL Handbook FBA IBSP Proactive Planning for behaviour, safety and wellbeing ESCM and class profiling resources PBL Regional Resources The Resilience Project RA Autism and behaviour support team PA Inclusion Staff meeting time PLT meetings SSS Designated times for Morning Circles and PCL/Resilience Lessons. 				
End Term 4	Measurable outcomes	Whole School Targets: Proportion of students achieving C and above: Target: 80% Proportion of students achieving A or B: Target: 50%						End Term 4	Measurable outcomes	Attendance		P-2	3-6
		Target								90%	90%		
		School Opinion Survey <i>Student behaviour is well managed</i>								Parents		Students	
		Target								70%	60%		
		School Opinion Survey <i>Student behaviour is well managed</i>								Staff			
Target						90%							
		PLD Data											
		Prep		Year 1		Year 2							
End Term 1		50%		85% Stage 1 Target									

		Stage 1, Target 1		75% Stage 2		EBS Survey		Schoolwide Systems		Classroom Systems							
End Term 2		85% Stage 1 Target 1		75% Stage 1 Target 2/3/4		Target		80%		90%							
End Term 3		75% Stage 1 Target 2		75% Stage 1 Target 4		SDA		P-2		3-6							
End Term 4		75% Stage 1 Target 3		75% Stage 2		Target		5%		5%							
		Year 1 Phonics Data															
		<ul style="list-style-type: none"> 80% Fluent decoders: score range 28-40 15% Developing decoders: score range 20-27 5% Struggling decoders: score range 0-19 															
Success criteria		<p>Behaviourally: Students will:</p> <ul style="list-style-type: none"> Know and engage with the expectations of a structured literacy block. <p>Teachers will:</p> <ul style="list-style-type: none"> Implement the non-negotiables of a structured literacy block, along with consistent, school-wide instructional routines. Implement consistent metalanguage, visual cues and gestures to teach reading. Gather data on students' developing knowledge and skills, enabling them to adapt instruction and respond to student learning needs. <p>Leadership will:</p> <ul style="list-style-type: none"> Lead the co-construction, monitor impact and implement the Collegial Framework Agreement to ensure consistent implementation. 				Success criteria		<p>Behaviourally: Students will:</p> <ul style="list-style-type: none"> Role model behaviour expectations for learning and play time Feel safe and supported within the school environment <p>Teachers will:</p> <ul style="list-style-type: none"> articulate and implement the multi-tiered systems of support at Loganholme State School Implement the explicit teaching cycle when teaching the fortnightly PBL focus and Resilience Project designed lessons. <p>Leadership team will:</p> <ul style="list-style-type: none"> Establish proactive systems for identifying and supporting vulnerable students Strengthen capability in implementing and understanding the multi-tiered systems of support 									
Artefacts		<ul style="list-style-type: none"> Standard of Practice – Whole School Approach to Moderation Processes Standard of Practice – Structured Literacy Block LSS Agreed non-negotiables LSS school-wide instructional routines 				Artefacts		<ul style="list-style-type: none"> PCL Handbook Students Support Services referral process The Resilience Project resources Standards of Practice – MTSS LSS Inclusion Support Model 									
Measurable outcomes		Success criteria		Artefacts		Monitoring		Measurable outcomes		Success criteria		Artefacts		Monitoring			
End Term 1		<ul style="list-style-type: none"> PLD screening and tracking Term 1 A-E LOA 		<p>Behaviourally: Students can/will: be actively engaged during Daily Reviews. Teachers can/will: deliver fast paced Daily Reviews using clear and consistent routines. Leadership team can/will: co-construct the non-negotiables and Instructional Routines with staff and monitor impact by conducting walk throughs.</p>		<ul style="list-style-type: none"> LSS Agreed non-negotiables LSS school-wide instructional routines 				End Term 1		The explicit teaching cycle for PCL lessons is evident in teaching practice		<p>Behaviourally: Students can/will: actively engaged in learning and responsive to feedback Teachers can/will: identify, reflect and implement the explicit teaching cycle with fidelity Leadership team can/will: co-construct a Standard of Practice for PBL lessons and provide feedback and upskilling of staff.</p>		Standard of Practice – PBL Lessons PBL Handbook	
End Term 2		<ul style="list-style-type: none"> PLD screening and tracking DIBELS data set Semester 1 A-E LOA 100% teachers delivering Daily Reviews aligned to whole school consistent practices 		<p>Behaviourally: Students can/will: be actively engaged during Daily Reviews. Teachers can/will: gather data on students' developing knowledge and skills, enabling them to adapt instruction and respond to student needs. Teachers can/will: use the reading demands of the Australian Curriculum V9 to ensure alignment. Leadership team can/will: monitor impact and implement the collegial framework agreement.</p>		<ul style="list-style-type: none"> LSS Standard of Practice – Structured Literacy Block 				End Term 2		Each teacher has a Classroom Profile and reflection completed.		<p>Behaviourally: Students can/will: actively engaged in learning and responsive to proactive teaching strategies Articulate the GEM + EL Framework Teachers can/will: identify, reflect and implement ESCM strategies based on classroom profiling data Leadership team can/will: provide the opportunity for classroom profiling to take place and the upskilling of staff based on classroom profiling data</p>		Classroom Profiling Data ESCM resources Classroom profiling reflection tool Classroom Management HUB	
End Term 3		<ul style="list-style-type: none"> PLD screening and tracking Term 3 A-E LOA 		<p>Behaviourally: Students can/will: be actively engaged with instructional routines. Teachers can/will: embed systematic synthetic phonics teaching as an integral part of the Literacy Block Teacher Aides can/will: provide intervention to individuals and/or small groups to improve student learning. Leadership team can/will: monitor impact and implement the collegial framework agreement.</p>						End Term 3		Standard of Practice of multi-tiered systems of support at Loganholme State		<p>Behaviourally: Students can/will: feel safe and supported through all levels of support in all aspects of their schooling Students can/will: demonstrate the skills explicitly taught through the Resilience Project Teachers can/will: understand, articulate and implement the multi-tiered systems of support at Loganholme State School Leadership team can/will: Upskill staff's capability in implementing and understanding the multi-tiered systems of support</p>		Standard of Practice - MTSS	

Approvals

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

Principal 

P&C 

Alisha Le Brese
School Supervisor 