



# Loganholme State School

## Strategic Plan 2017 - 2020



### School Profile

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Since 1873, our school has played a significant role in the lives of children as they grow and develop. Our 21st century classrooms and teachers provide students with a high quality education that equips them with the knowledge, skills and attributes needed to be successful in the future and an education which enables them to participate in and contribute to a culturally, socially and economically responsible society.

At Loganholme State School, we consciously focus on academic excellence, build a positive community perception, develop creative thinkers, create globally responsible citizens of the future, promote healthy minds and bodies, provide a supportive and safe environment based on responsible conduct and cater for individual difference.

While we are extremely proud of our distinguished and unique history, we are futures focussed and completely committed to preparing students for their world. We believe that they will need to be literate and numerate, able to use information technologies, creative and critical thinkers and problem solvers and socially responsible.

### Vision

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School Motto: Achieve and Believe

Every student succeeding is the shared vision of Queensland state schools. This strategy underpins our school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Our Loganholme State School community strives to prepare students for a meaningful place in society by providing quality education in a safe, caring, supportive environment and creating opportunities for all students to achieve learning outcomes and reach their potential.

### Values

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Loganholme students and community value PRIDE: Partnerships, Respect, Independence, Determination, Excellence

Our focus on improvement will be through consistent implementation of these core learning priorities and strategies within agreed practices and curriculum framework, which includes differentiated support and intervention aligned to achievement and improvement. Our collective commitment will be to an unrelenting focus on improved student achievement through alignment of everyone's efforts.

Our professional learning community will focus all staff toward improvements that embrace our agreed core learning priorities and strategies.

Through a personal and collective commitment, underpinned by shared, strong leadership and high expectations from all staff, we will continue to deliver improved learning and achievement for all students. Our informed and consistent practice will enable children to embrace the learning journey with confidence





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### Improvement Priorities

#### School performance - Successful learners

Success indicators	2017	2018	2019	2020
1. All students above National Minimum Standards across all strands in NAPLAN (unless on an ICP).				
2. Year 3 cohort growth, across all NAPLAN strands, will equal or exceed the growth for like schools.				
3. Year 5 cohort growth, across all NAPLAN strands, will equal or exceed the growth for like schools.				
4. Maintain 80% and incrementally increase the number of students achieving a 'C' level standard or above across English, Maths and Science.				
Strategies	2017	2018	2019	2020
Renew, review and implement Literacy the Loganholme Way and performance benchmarks.		✓		✓
Implement targeted literacy blocks across all year levels; to include guided reading and writing.		✓		✓
Continue implementing cycle of curriculum renewal that relies on ACARA as the curriculum point of truth (with C2C and teacher professional knowledge as enablers).	✓			✓
Regeneration of the administration team to meet the needs of the future: WorkPlace Reform an additional Deputy Principal position.	✓			
Utilisation of Investing for Success funds to upskill lead learners within the school staff to model and demonstrate best practice in pedagogy.	✓			
Develop and implement a whole-school approach to the teaching of Problem Solving; an across KLA strategic and language approach.	✓		✓	
Develop, implement, embed and refine the Science, Technology, Engineering, Mathematics strategy, with the purchase of a STEM champion.	✓		✓	
Develop improved practices of goal setting with students, specific feedback to move learning forward.	✓	✓		✓





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### Improvement Priorities

#### Teacher Quality: High performance culture

##### Success indicators

1. 100% of staff are implementing the Loganholme State School's identified pedagogical practice of Explicit Improvement.
2. 100% of staff are actively engaging in Developing Performance discussions (School Opinion Survey).
3. Maintain a trajectory of improvement in the number of staff accessing quality professional learning (School Opinion Survey).

##### Strategies

	2017	2018	2019	2020
Create 'Leading Learning' teacher role to review school planning and pedagogical practices.		✓		
Continue to form year level Professional Learning Teams to strengthen shared knowledge and understanding of teaching and learning the Loganholme Way; including the practice of case management of data (Sharratt and Fullan).	✓	✓	✓	✓
Access to Leading Learning Teacher to actively engage in the coaching/feedback model.		✓		
Up-skill and develop year level champions to create a greater effect of impact with the coaching/feedback model.		✓	✓	
Beginning and new staff are supported by an Established Mentor Teacher.	✓	✓	✓	✓





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**School and community partnerships: create a learning community that meets the diverse student, parent and community need.**

Success indicators	2017	2018	2019	2020
1. Increased number of families accessing social media to obtain information and celebrate student success.				
2. >90% of parents believe the school keeps them well informed (School Opinion Survey).				
3. >90% of parents, staff and students believe behaviour is well-managed at this school.				
4. >95% of parents/caregivers believe that this school has a strong sense of community.				
5. Maintain 100% of parents/caregivers believe that staff are interested in student well-being.				
6. >90% of staff feel that interest in their well-being is important (School Opinion Survey).				
7. 100% of student absences are explained.				
8. Maintain a reduction in student disciplinary absences.				
9. >95% attendance across the whole school.				
Strategies	2017	2018	2019	2020
Develop improved practices of goal setting with students, specific feedback to move learning forward.	✓	✓		✓
Review, consult with community and revise the school's Responsible Behaviour Plan.	✓			
Establish and monitor clear attendance goals for students: maintaining same day notification; follow-up of unexplained absences by teachers; maintain individual case management as required by administration.	✓		✓	
Form Well-Being committee to develop school action plan; from identified priorities to support the emotional and social well-being of staff and students.		✓	✓	
Strengthen collaboration with our local Early Learning Centres to enhance the transition of students into full-time Prep and school.	✓	✓		
Maintain and monitor the communication practices within the whole-school community.		✓		

### 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

