

Loganholme State School

Strategic Plan 2021 - 2024

School Profile

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

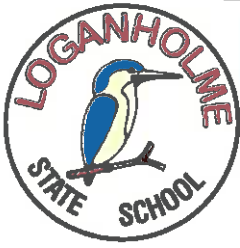
School Motto: Achieve and Believe

At Loganholme State School we empower students to believe and achieve through building confidence to achieve their goals with PRIDE. Our safe, supportive and inclusive environment nurtures curiosity and fosters a creativity required for life-long learning in an ever-changing world.

The staff at Loganholme State School will strive to support the needs of each individual student and help them flourish as a successful citizen of the world.

Values





Loganholme State School

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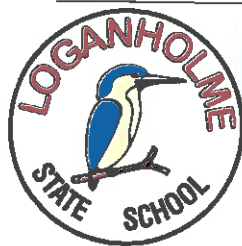
Loganholme students and community value PRIDE: Partnerships, Respect, Independence, Determination, Excellence

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

Teaching

Success indicators

1. Loganholme State School has a pedagogical framework that is clearly understood and consistently implemented across the school.
2. Staff plan and implement differentiated learning experiences that engage, challenge and extend all students, based on a collaborative analysis of data.
3. The three levels of planning maps the intended curriculum and is implemented. It ensures the vertical and horizontal alignment of the AC which supports all classes including multi-age.
4. Moderation practices are mapped in the whole school framework and are enacted with fidelity. These are quality assured by the Leadership Team to ensure consistency of teacher judgment against the AC achievement standards.

Strategies

	2021	2022	2023	2024
Design a school framework incorporating the 3 levels of planning that supports multi-age classes, moderation practices and agreed intended curriculum.	✓	✓		
8A - Review and refine the school's pedagogical framework with associated PD, to ensure it is clearly understood and consistently implemented across the school.	✓	✓		
7B - Develop the capacity of staff to plan differentiated learning experiences that engage, challenge and extend student capability.		✓		
1C - Further explore line of sight systems or processes that support the quality assuring of intended expectations being enacted.	✓	✓	✓	✓
5B - Identify and establish collaborative opportunities that support teams to build curriculum and inclusive knowledge and practices beyond their own year level.	✓			
6B - Design and enact curriculum and pedagogical opportunities to construct learning experiences that are engaging and challenging for all students.		✓		





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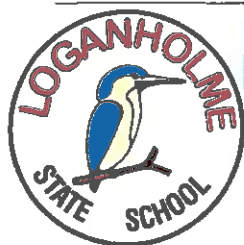
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Improvement Priorities

Learning

Success indicators	2021	2022	2023	2024
1. A framework detailing expectations of coaching, feedback, WOW and reflection to support school's priorities is developed. Staff participation is monitored by the Leadership Team to ensure the success and efficacy of the professional learning framework.				
2. The school data collection summary outlines the data sets valued by staff. Staff have the capacity to use the school data collection summary to inform starting points for student improvement.				
Strategies	2021	2022	2023	2024
2A - 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.	✓			
2B - 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.		✓		
8B - 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.			✓	✓
5A - Further develop opportunities for coaching, feedback and WOW that support school priorities.	✓	✓	✓	✓
7A - Develop the capacity of staff members to build an inclusive culture and mindset, through targeted professional learning and inclusion policy.	✓	✓	✓	✓
1B - Align the school roles and responsibilities framework for all leader stakeholders to support building leadership capabilities to drive school priorities.	✓			
4A - Collaboratively and strategically plan for future provision of greater access to devices and connectivity.		✓		





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Improvement Priorities

Connectedness

Success indicators

1. Strong partnerships exist with ECEC providers and high schools.
2. Positive Behaviour for Learning is embedded throughout the school.
3. Loganholme State School Well-being framework supports the range and complexity of staff and student well being needs.

Strategies	2021	2022	2023	2024
3B - Establish through collaborative processes a staff wellbeing framework to identify systems and processes that support the range and complexity of staff wellbeing needs.		✓		
3A - Devise and communicate the necessary implementation and professional learning opportunities associated with the deployment of the PBL approach across the school.	✓	✓	✓	✓
9A - Enhance and explore further opportunities with the high school and ECEC to support successful transitions.	✓	✓		

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

