Logan Reserve State School
2025 Annual Implementation Plan

Educational achievement   Wellbeing and engagement   Culture and inclusion

School priority 1:	Monitoring	Long term measurable/desired outcomes:	AIP measurable/desired outcomes:

School priority 1:

Improve learning achievements for all students in English and Mathematics through consistent curriculum planning, and enactment, and high impact teaching pedagogies.

Monitoring

Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

- Development of engaging units using effective pedagogies to development units in English and Mathematics
- Improvement in the number of A-C to 80% of students
- Improvement in the number of A&B to 50% of students

Priority Measure	2024 Baseline Data	2025 Goal
English %C and above	70%	80%
English %A or B	35.4%	50%
Attendance	84.9%	90%
SWD %C and Above	48%	70%
First Nations %C and Above	58.6%	70%
EAL/D %C and Above	77.2%	80%

*SORD currently does not filter by OHC status

Year 3 NAPLAN MSS Reading in line with like schools
Year 5 NAPLAN MSS Writing in line with like schools

AIP measurable/desired outcomes:

- Development of Expert Teaching Practices to ensure teaching practices align with the latest curriculum updates in English and Mathematics to improve students outcomes
- Improved Measurable students' outcomes for English and Mathematics through Instructional Effectiveness use of varied teaching methods and Regular analysis of student performance data to inform planning and adjust teaching strategies.
- Conduct Professional Learning Communities (PLTs) to share best practices and analyse teaching effectiveness.
- Develop checklist to quality assure unit planning

Strategies:

- Develop deep understanding of the curriculum through professional learning sessions to unpack the key changes and expectations in Version 9 in English and Mathematics
- Align teaching programs with the three levels of curriculum planning ensuring progression of learning is coherent across year levels
- Develop classroom teaching pedagogies consistent with EQ's current model within unit plans incorporating the BAAE model
- Provide a range of professional development opportunities focusing on the effective teaching of English and Mathematics.

Actions:

Leaders will:

- Build curriculum knowledge through workshops to unpack the content descriptions, achievement standards, and general capabilities of Version 9.
- Align teaching programs, unit plans, and lesson plans to the scope and sequence of the updated curriculum.
- Use collaborative planning sessions to ensure vertical and horizontal alignment across year levels.
- Apply the BAAE model within the planning process to ensure alignment of the assessment task, modelled response and marking guide within the unit planning
- Use PLT's and staff meetings to discuss and share best practices, lesson plans, and assessment strategies through marker students in reading and writing using quick writes and quick reads – the "how"
- Provide access to coaching, mentoring, and external professional learning opportunities.

Responsible officer(s):

- P, DP's and year level coordinators .

Resources:

- Curriculum Gateway
- Australian Curriculum
- QCAA
- EFI – pedagogical framework
- IFS for PLT's to provide ½ hour extra per week for every teacher
- Apply the model of what, why and how for action planning

Queensland Government

- Encourage teachers to maintain journals or participate in reflective discussions to assess the effectiveness of their pedagogy.

- Seek feedback to monitor explicit improvement in becoming an expert in teaching practices

- Share and implement findings from educational research relevant to English and Mathematics teaching

- Monitor progress of priority 1 using surveys and reflections

-

-

Teachers will:
- Teachers implement quick writes and quick reads to provide timely, actionable feedback that supports student growth in skills
- Apply Evidence-Based Pedagogies in unit planning and identifying pedogeological practices

- Analyse assessment data to identify trends and adjust teaching approaches to address gaps
- Teachers collaborate in year level teams to discuss data, share strategies, analyse student work, and discuss best practices in English and Mathematics (PLT and planning sessions)
- Know our student cohorts and classes by current academic ratings and identify number of students in each rating and A-C% and A-B% to set goals of how many students need to move in class to improve % ratings
- Use class profile to identify which students are marker students using the class data profile

School priority 2:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
• Build and strengthen instructional leadership capability of all leaders including year level coordinators to drive improved teaching and learning across all year levels	*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				• Collaborative development of document which details roles and responsibilities for the teaching team reflective of improvement agenda which translates into successful actions through roles	• New roles and responsibilities are demonstrated through enactment • LRSS roles and responsibilities document • Teacher survey through journey to see enactment of capability building
	Term 1	Term 2	Term 3	Term 4		

Strategies:
- Review, document and communicate clearly defined roles, responsibilities and accountablities to build an expert teaching team in line with the school's improvement agenda

- Establish year level coordinator positions as a new curriulum and pedagogy role

- Align professional development priorities to the school's improvement agenda

- Develop pathways for career progression and create a supportive staff environment to improve staff retention

- Evaluate the instructional roles and responsibilities of leaders and teachers to monitor teacher pedagogy and its impact on student learning

Actions:	Responsible officer(s):	Resources:

Leaders will:
   • Use the ATSIL framework of professional knowledge, practice and engagement as a framework to guide the instructional leadership
   • Develop a shared understanding of instructional leadership
   • Review LRSS existing roles and responsibilities document
   • Seek opportunities for work shadowing – WOW time
	• P and DP's with engagement of teachers in development of document of roles and responsibilities	• Purchase of release time to enact newly develeoped roles
		• Professional readings supporting actions to effectively develop roles and responsibilities
		• ATSIL framework for teachers and middle leaders and principal
		• EFI catalogue – middle leaders
		• Budget for relase time and profesisonal
		• eveleopemnt

• Align Roles with School Improvement Goals into actionable objectives (e.g., building an expert teaching team and enactment of Australian curriculum – develop an action plan • Continue to build leaders and teachers capability through targeted professional development • Schedule regular meetings for year level teams to collaborate on curriculum design and strategy development. • Establish mentoring and peer support where experienced staff guide others • Monitor progress of priority 2 using surveys and reflections • Implement structured feedback systems aligned to the current improvement agenda • Use staff meetings and staff memo to communicate progress of the improvement agenda and the impact of team contributions • Celebrate successful achievements, contributions, and successes to build and grow a positive school culture		• Professional learning plan/ collegial engagement framework

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**