

Logan Reserve State School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement



School Profile

Logan Reserve State School is state public-school catering for students from Prep to Year 6. Our school community is an inclusive, diverse and multicultural learning community with a student enrolment of 590 students. Logan Reserve has undergone rapid change over the last 3 years including significant growth and then decline after the opening of a new school which has now captured half the previous school catchment area. There still is however, significant housing development in the Logan reserve catchment together with a special school and high school due for opening in 2027.

Student learning is characterized by a strong academic focus, where positive behaviour for learning is actively promoted in all classrooms. Our teachers provide learning environments supported by quality curriculum, productive pedagogies, authentic assessment and timely reporting. We seek to offer students a supportive learning environment for all students with an emphasis on every student receiving support to achieve her/his true potential. There is a wide range of curricular and extracurricular opportunities including music (choral and instrumental), information and communication technologies, Intercultural Studies and a strong sports program.

Our Positive Behaviour for Learning framework is highly valued as a whole school response to supporting students through the “What? Why? and How?” The what , why and how strongly embedded both academically and in the teaching of PBL expectations.

Our school community continually seeks to reflect on the performance of the school and the learning outcomes of its students. Our school is a school that seeks to reinvent itself where necessary in light of reviews of its performance. The school has a very strong commitment to professional development.

Analysing children's performance to inform teaching practice is a driving force in our school's focus. The school is reflective on its performance striving to look at the best ways to meet the needs of its diverse learners.

Science specialist teachers deliver science lessons in the science laboratories. The school also has 2 computer laboratories and a laptop room to support the teaching of ICT skills. A hall and library enable greater variety in curriculum delivery to occur.

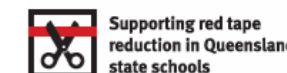
The school also has two physical education teachers to support physical development including a gross motor program facilitated in Prep and two Physical Education lessons for all students each week.

Our Values Learning Respect Safe Striving to do our best

School priority 1	Improve student achievement and engagement in English through consistent, explicit, high impact teaching pedagogies curriculum planning, and enactment.	Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>				School priority 2	Continue building and growing a safe, supportive learning environment at Logan Reserve State School that promotes and prioritises high levels of wellbeing for students and staff and a learning environment that caters for the diverse range of student needs.	Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	<ul style="list-style-type: none"> Strengthen school curriculum planning processes using Version 9 of the Australian Curriculum including unit plans, development of assessment tasks and marking guides including timelines – “The What” Refine expert teaching practices through effective pedagogies in the enactment of Version 9 Australian Curriculum in English and Mathematics – “The How” Cultivate consistent, collaborative planning processes across all year levels and learning areas to support the timely development of units, assessment tasks and marking guides. Continue to build teachers' understanding of the full breadth of AC requirements to enhance their capability in curriculum planning, assessment, marking and reporting. Extend formal opportunities for leaders to collaboratively discuss curriculum planning and delivery with teachers to support the systematic implementation of the intended curriculum. 					Link to school improvement strategy:	Improve student achievement and engagement through consistent, explicit, high impact teaching pedagogies and engagement.				
Strategy/ies	<ul style="list-style-type: none"> Embed consistent, explicit, high-impact pedagogies in every English lesson. Continue to develop deep understanding of the curriculum through professional learning sessions to unpack the key changes and expectations in Version 9 in English Align teaching programs with the three levels of curriculum planning ensuring progression of learning is coherent across year levels Strengthen classroom teaching pedagogies consistent with EQ’s current model within unit plans incorporating the BAAE model Implement a range of professional development opportunities focusing on the effective teaching of English 					Strategy/ies					
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
<p>Leaders will:</p> <ul style="list-style-type: none"> Continue to build curriculum knowledge through workshops to unpack the content descriptions, achievement standards, and general capabilities of Version 9. Consolidate teaching programs, unit plans, and lesson plans to the scope and sequence of the updated curriculum. Maintain collaborative planning sessions to ensure vertical and horizontal alignment across year levels. Model the BAAE model within the planning process to ensure alignment of the assessment task, modelled response and marking guide within the unit planning Invest in 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. Seek feedback to monitor explicit improvement in becoming an expert in teaching practices Further review and refine findings from educational research relevant to English teaching Monitor progress of priority 1 using surveys and reflections <p>Teachers will:</p> <ul style="list-style-type: none"> Consolidate the implementation of quick writes and quick reads to provide timely, actionable feedback that supports student growth in skills Embed agreed upon literacy routines based on the effective literacy block Apply Evidence-Based Pedagogies in unit planning and identifying pedagogical practices Analyse assessment data to identify trends and adjust teaching approaches to address gaps Collaborate in year level teams to discuss data, share strategies, analyse student work, and discuss best practices in English using PLT and planning sessions Sharpen our knowledge about “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 including students DDA and EALD and ATSIC students Continue to use co-constructed learning walls with key pillars in the teaching of English <p>Students will:</p> <ul style="list-style-type: none"> Develop their knowledge of “The Learning Questions” Demonstrate how to use the learning wall Develop an understanding of the purpose feedback and how that assists them as learners 		<ul style="list-style-type: none"> Curriculum Gateway Australian Curriculum QCAA EFI – pedagogical framework IFS for PLT’s to provide 1 hour extra per week for every teacher IFS to provide additional time for planning units of work through planning buddies Apply the model of what, why and how for action planning The Science of Learning – Nathaniel Swain Learning wall template including learning questions Our learning questions 				<ul style="list-style-type: none"> Student behaviour data including PBL data and systemic data is analysed regularly Student case management data including student data is used to monitor progress. Strengthen agreed whole school approaches to support student behaviour, including PBL/ESCM/classroom profiling. Support individual staff instructional capability using a differentiated model of support, including support for new and beginning teachers Review and refine the current school wide inclusive education practices through the agency of the Strive team, to support the diverse range of student needs. Develop school wide engagement norms to increase student participation and engagement together with developing engaging units of work Analysis of attendance data to support increased student engagement in the school 		<ul style="list-style-type: none"> ESCM and Classroom PBL – differentiation Tier 2/3 student support teacher Tier 2/3 student support teacher aide STRIVE pod teachers and teacher aide pod support IFS Case management 1 Classroom Management Hub PBL lessons featuring what, why and how 			

End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> Relative proportion of students achieving in English <ul style="list-style-type: none"> C and above 80% A or B 50% NAPLAN participation and performance 100% of classrooms have co - constructed learning walls <p>Resources:</p> <ul style="list-style-type: none"> Curriculum Gateway Australian Curriculum QCAA EFI – pedagogical framework IFS for PLT's to provide 1 hour extra per week for every teacher + planning and planning buddies time 	End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> Increase in student attendance to 90% Decrease in number of students suspended by 20% together with an increase of positive data Proactive use of data to identify students requiring support in one or more of the 3 pillars through development of ISPB Use of survey to gain staff feedback re skills Observations and feedback from PBL mentor and School leadership team re skill set for ESCM and Classroom PBL Staff Morale (10 per cent improvement)
	Artefacts	<ul style="list-style-type: none"> Three levels of planning documents Collaborative Framework School data plan Timetables Checklist of unit planning to quality assure Playbook for pedagogical practices and literacy block BAAE process Model of what, why and how for action planning 		Artefacts	<ul style="list-style-type: none"> What, why and how of PBL at Logan Reserve SS PBL artefacts

Reduction of red tape in day-to-day work, planning and processes include:



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

P. Usung

Principal

P&C

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School Supervisor

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