



Logan Reserve State School  
 Annual Implementation Plan 2020  
 School Improvement Priorities 2020

Improvement Priority	Strategy	Actions	Evidence	Timelines	Responsible officer
<p><b>1. Refine the framework for the planning, teaching and assessing (Pedagogical Framework)</b></p>	<ul style="list-style-type: none"> <li>▪ Principal and deputy to be instructional leaders</li> <li>▪ Development of expert teaching teams</li> <li>▪ Every teacher, every teacher aide being an expert</li> <li>▪ Consistent school wide understanding of signature pedagogies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce next layer of framework “ planning and teaching questions” based on the work of Clarity by Lyn Sharratt.</li> <li>▪ What am I teaching?; Why am I teaching it?; How will I teach it?; How will I know when all students have learned it?; What is next?</li> <li>▪ PFD and PLT’s to focus on development for teacher to have expert knowledge about Clarity – what am I teaching ... How do I develop my worthwhile activities through visible learning phases – surface, deep and transfer learning together with using cognitive verbs to assist in the worthwhile activities developed</li> <li>▪ All school teaching staff being able to clearly articulate                             <ul style="list-style-type: none"> <li>○ Our school focus</li> <li>○ Learning questions</li> </ul> </li> <li>❖ Our key questions for teachers ...                             <ul style="list-style-type: none"> <li>❖ What are my students learning? - do you have the learning intent written every lesson in English and maths and specialists in their field</li> </ul> </li> </ul>	<p>Planning and assessment showing the 3 levels of learning with effective strategies and assessment.</p> <p>Development of a placemat that defines the 3 levels of learning and effective strategies to align with phases of learning.</p>	<p>Ongoing throughout the year</p>	<p>Principal</p>



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		<ul style="list-style-type: none"> <li>○ How will the students know if they are successful ? – <i>Do you have the success criteria for the children to see and refer to for each lesson or for that lesson is you are breaking down the learning intent.</i> (not just say as children need to refer to it as they go as it needs to be visible. We need to teach them to be in charge of their learning)               <ul style="list-style-type: none"> <li>■ How are my students doing in their learning?</li> <li>■ How do I know?</li> <li>■ What am I doing to improve students' learning?</li> <li>■ How do I know it is working?</li> </ul> </li> <li>■ Teaching to focus on chunking learning and repeat, repeat, repeat to enable mastery</li> <li>■ Examine students work for problems of practice</li> <li>■ Posters displayed in the school</li> <li>■ Professional learning team meetings to embed processes of collective teacher efficacy + teacher clarity, focus on teacher and students mastery with clear learning intent and success criteria in English and Mathematics through learning questions</li> <li>■ Develop a clear understanding of worthwhile activities that support the surface, deep and transfer levels using explicit teaching</li> <li>■ Principal to develop deep understanding of John Hattie's "Visible Learning" – surface, deep and transfer learning to include effective strategies appropriate to each level of learning through reading and attendance at Hattie PD as Clarity with Lyn Sharratt</li> </ul>			

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<p><b>2. Reading with a focus on phonics and strategies from Prep through to Year 6</b></p>	<ul style="list-style-type: none"> <li>Use of coach to provide all staff with instruction around the teaching of phonics</li> <li>Use of chunking key comprehension strategies as a whole school focus</li> </ul>	<ul style="list-style-type: none"> <li>Select a team of knowledgeable others to develop expert knowledge in this focus and attend workshops and PD with Lyn Sharratt (Teaching staff to include P, DP, HOSE + 5 teachers)</li> <li>Teachers to be provided with WOW time to observe these practices</li> <li>Leadership team to do walkthroughs using the student learning questions</li> <li>Continue development of one note as an organisation place for easy access by all staff</li> </ul>	<p>Teachers knowing the skills and vocabulary for the teaching of phonics</p> <p>Students demonstration of spelling choices</p> <p>Phonics document that defines graphemes and phonemes</p> <p>Teachers having expert knowledge about the teaching of comprehension strategies</p>	<p>Ongoing throughout the year</p>	<p>Deputy and Principal Santina Dir – Phonics Coach</p>

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		<ul style="list-style-type: none"> <li>▪ Continue with the whole school testing of phonics to assess where holes lay in phonic knowledge</li> <li>▪ Amalgamate the Tricky words and sight words to the LRSS Say and Spell words</li> <li>▪ Continue the whole school testing of Say and Spell words and again plug holes</li> <li>▪ Develop common assessment tasks for students to demonstrate their knowledge</li> <li>▪ Focus in lower school on decodable texts</li> <li>▪ Teacher aides used to support the differentiation of reading together with the Strive team</li> <li>▪ Develop a placemat the has school wide common language, skills and vocabulary through the school</li> <li>▪ Develop a reference document for letters and sounds</li> <li>▪ Use Tier 1, 2 and 3 to support student achievement in phonics</li> <li>▪ Continue with before school intervention with a focus on phonics and decodable readers</li> <li>▪ Focus on a key strategy in reading every 3 weeks – chunking and repeating for mastery at each year level</li> </ul>			
<p><b>3. A culture that promotes positive learning behaviours</b></p>	<ul style="list-style-type: none"> <li>▪ Continue to ensure that the principles of Positive Behaviour for Learning (PBL) are an integral part of the school culture</li> <li>▪ School wide program that promotes high expectations for student attendance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to embed the principles of PBL together with Well-being framework with a focus on consistent practices throughout the school by all staff</li> <li>▪ Engage regional staff to implement PBL check as a whole staff</li> <li>▪ Revise essential skills with staff until implementation begins</li> <li>▪ Ensure that the school scope and sequence for well-being and PBL lessons is being taught weekly through BAT visiting classrooms</li> </ul>	<p>Artefacts for attendance and PBL</p> <p>Increase in the number of students achieving attendance target</p>	<p>Ongoing throughout the year</p>	<p>Strive and PBL teams</p>

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		<ul style="list-style-type: none"> <li>▪ Ensure the signature practices and school documentation with associated artefacts are clearly displayed through the school for PBL</li> <li>▪ Link attendance with school improvement agenda</li> <li>▪ Embed school policy for student attendance</li> <li>▪ Tier 1, 2 and 3 levels of support for attendance targets</li> <li>▪ Promote goals and targets for students attendance</li> <li>▪ Develop school posters and logos for school attendance</li> <li>▪ Develop a Prep PBL plan for Term 1 2020</li> <li>▪ Fortnightly review of data regarding student's behaviour. Zero tolerance of disruptive behaviour in class – Unrelenting focus on school rules. Sharing in staff meetings</li> <li>▪ Data to direct weekly PBL lessons</li> <li>▪ Use learning ladder for success with focus on those students day in day out that are focussed learners</li> <li>▪ Scope and sequence of lessons and development of PowerPoint with workbook for lessons in PBL</li> <li>▪ Continue with implementation of Tier II and Tier III of PBL including individual plans and check in and check out</li> <li>▪ Weekly lessons on assembly to focus on school rules and learning as our key job and clear expectations about disruptive free classrooms – zero tolerance to disruption in classrooms</li> <li>▪ Timetables developed to have clear focus on reading, spelling and writing and mathematics through Literacy/ Numeracy Blocks. Classes not to be disrupted with messages</li> </ul>	<p>Support in place for Tier 3 students identified where attendance is of concern</p> <p>Ongoing analysis of PBL data</p> <p>Less than 2% disruption occurring in classrooms</p>		<p>PBL team - Team leader</p>

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<p><b>4. Continue focus on every student succeeding with focus on new inclusion policy</b></p>	<ul style="list-style-type: none"> <li>Develop understanding of the new inclusion policy</li> </ul>	<ul style="list-style-type: none"> <li>Learning and well-being framework to be developed including adoption of Kids matter around mental health</li> <li>Ensure all teachers receive training and follow procedures around PBL and Essential skills for classroom</li> <li>Refine written goals in learning and behaviour and strategies to help develop them</li> <li>All children to know their reading and spelling results. Inform parents of timely learning achievements</li> <li>Weekly acknowledgement of improvement in achievement through certificates on assembly</li> <li>Read new policy</li> <li>Through Strive team investigate the new policy</li> <li>Develop action plan around implementation of the policy</li> <li>Include information in staff meetings about the new policy</li> <li>Develop teacher and aide skills of inclusion and how to make reasonable adjustments to ensure equity of opportunity for all students</li> </ul>	<p>Reasonable adjustments evident in classrooms</p>	<p>Ongoing</p>	<p>Strive team +HOSE</p>

**Endorsement**

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



Penny Eising  
Principal



Stephen Dryden  
P and C



Terry Cornish  
Assistant Regional Director