



# Logan Reserve State School Annual Implementation Plan 2022



School Improvement Priority	Strategy	Actions	Targets	Timelines	Responsible officer
1. Continue the journey of Improvement in teacher knowledge of the Australian Curriculum in English and extending to Mathematics	<ul style="list-style-type: none"> <li>Collaboratively develop and implement an English and Mathematics Curriculum, Assessment and Reporting Plan and monitor the enactment of the curriculum through quality</li> </ul>	<ul style="list-style-type: none"> <li>Conduct data and case management conversations— how is the student progressing against the standard, what's next in their learning (Use of Clarity by Lyn Sharratt);</li> <li>Review LRSS curriculum planning documentation to align with DoE requirements including quality assurance of documents;</li> <li>Apply skills and knowledge in unit planning learnt in English extended to mathematics;</li> <li>Collaboratively develop and implement unit planning;</li> </ul>	<ul style="list-style-type: none"> <li>A - E data in English is valid, reliable together with fair judgements made in assigning students rating at the end of each semester;</li> <li>Year 1 and 6 focus on improving A- E data by 3%;</li> <li>Three levels of planning in English and Mathematics are enacted;</li> <li>100% of teachers in English and Mathematics work collaboratively to create unit plans and sequence of</li> </ul>	<ul style="list-style-type: none"> <li>* End of Semester 1 and semester 2 – moderation of student work</li> <li>* Three levels of planning in English are enacted</li> <li>* Provision of curriculum 2022;</li> <li>* Year plans 2022</li> <li>* Unit plans refined to 1 x term</li> <li>* Moderation BAAE conducted in</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Deputy Principal</li> <li>Principal Unit planning mentor</li> <li>Year Level Co-Ordinators</li> </ul>



	<p>assurance processes</p>	<ul style="list-style-type: none"> <li>▪ Collaboratively revise the roles and responsibilities statement for all staff members (to include a collegial engagement plan);</li> <li>▪ Embed and upskill teachers in English and Mathematics using learning intentions and success criteria (I can statements in order of complexity) together with learning walls and bump to up walls visible in every classroom;</li> <li>▪ Use Ghost walks at different points during teaching term to develop an understanding of the development of learning walls and student centred work as examples;</li> <li>▪ Provide feedback to teachers through walk throughs (twice per term.) Define purpose of observations and structure with key questions for observations;</li> <li>▪ Resource additional non-contact to provide release time for regular planning sessions, data conversations and WOW time. WOW time to be clearly defined with purpose and structure;</li> <li>▪ Align APR process for 2022 to the improvement strategy;</li> <li>▪ Assessment and moderation conducted with fidelity;</li> <li>▪ Develop and implement quality assurance processes for assessment;</li> <li>▪ Embed school pedagogical practices in the teaching of English and Mathematics;</li> <li>▪ Review school-wide process and protocols for moderation.</li> </ul>	<p>teaching in English and Mathematics that is aligned to the Australian Curriculum elements;</p> <ul style="list-style-type: none"> <li>▪ Students understand what they are learning and why, and can articulate this – in relation to English (writing and reading);</li> <li>▪ School Principal has implemented and embedded accountability processes to ensure alignment of planned and enacted curriculum in English;</li> <li>▪ Assessment and moderation conducted with fidelity;</li> <li>▪ 100% of teachers in English and Mathematics work in teacher teams to co-construct summative tasks that are clearly aligned to the achievement standards;</li> <li>▪ 100% of teachers in English and Mathematics work in teacher teams to co-construct agreed assessment conditions;</li> <li>▪ Student folios developed for semester 1 and 2 summative assessments;</li> <li>▪ 100% of teachers in English and Mathematics use the</li> </ul>	<p>accordance with calendar of unit planning</p>
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<p>2. Focus on every student succeeding through engagement and inclusion</p>	<ul style="list-style-type: none"> <li>Collaboratively develop an understanding of the EQ inclusion policy and student engagement and monitor improvements in all classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Review inclusion policy with Strive team;</li> <li>Develop action plan and processes around implementation of the policy expanding to engagement to the pillars of academic, well-being and behaviour;</li> <li>Include workshops and information in staff meetings about the inclusion policy and what engagement means and looks like within our school;</li> <li>Develop teacher and aide skills of inclusion and engagement/re-engagement with students;</li> <li>Develop teacher knowledge in the enactment of reasonable adjustments in assessments to ensure equity of opportunity for all students;</li> <li>Develop teacher and teacher aide knowledge and skills of interventions both proactive and responsive to student engagement.</li> </ul>	<p>student's assessment folio, at the end of each semester, to determine the overall level of achievement in English using A-E;</p> <ul style="list-style-type: none"> <li>100% of teachers in English and Mathematics moderate using the Logan Reserve State School Moderation Process.</li> </ul>	<ul style="list-style-type: none"> <li>End of each unit of work in English and Mathematics</li> <li>Planning stage for each unit – worthwhile activities</li> </ul>	<p>Principal Deputy HOSE</p>

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<p>3. A culture that promotes positive learning behaviours</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 Positive Learning Community</li> </ul>	<ul style="list-style-type: none"> <li>Develop staff understanding of the Whole School Support Approach to Differentiated Planning and Teaching</li> <li>Continue to embed the principles of PBL together within the well-being framework with a focus on consistent practices throughout the school by all staff – teacher (including specialist teachers) and teacher aides;</li> <li>Extend PBL in the development of 3 pillars - Positive Learning Community – Academic, Wellbeing and Behaviour</li> <li>Engage a PBL coach to Implement PBL check as a whole staff;</li> <li>Upskill all staff in the use of classroom PBL;</li> <li>PBL coach to facilitate observations and feedback to staff;</li> <li>Ensure that the school scope and sequence for well-being and PBL lessons is being taught weekly through visiting classrooms;</li> <li>Ensure the signature practices and school documentation with associated artefacts are clearly displayed through the school for PBL;</li> <li>Link behaviour – classrooms free from disruption with school improvement agenda;</li> <li>Tier 1, 2 and 3 levels of support for behaviour targets in line with PBL data framework ;</li> </ul>	<p>Artefacts for attendance and PBL displayed throughout the school;</p>	<p>Ongoing throughout the year</p>	<p>Principal Deputy PBL coach and team</p>
		<ul style="list-style-type: none"> <li>Increase in the number of students achieving Tier 1 by 5%;</li> <li>Support in place for Tier 3 students identified where behaviour is of concern;</li> </ul>			

<ul style="list-style-type: none"> <li>▪ School wide program that promotes high expectations for student attendance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promote goals and targets for students behaviour;</li> <li>▪ Develop school posters and logos for school behaviour and PLC;</li> <li>▪ Develop a Prep PBL plan for Term 1 2023;</li> <li>▪ Fortnightly review of data regarding student's behaviour. Zero tolerance of disruptive behaviour in class – Unrelenting focus on PLC;</li> <li>▪ Sharing data in staff meetings;</li> <li>▪ Data to direct weekly PLC lessons;</li> <li>▪ Scope and sequence of lessons and development of PowerPoint with workbook for lessons in PLC;</li> <li>▪ Continue with implementation of Tier II and Tier III of PLC 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>▪ Ensure all teachers receive training and follow procedures around PBL and Essential skills for classroom and classroom PBL;</li> <li>▪ Weekly acknowledgement of improvement, kindness, academic and behaviour through certificates on assembly and postcards sent in post weekly by teachers.</li> </ul>	<p>Ongoing analysis of PBL data; Less than 2% disruption occurring in classrooms; Increase the number of students to 85% receiving reward badges for exemplar behaviour.</p>		
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# School Improvement Priorities 2022

## Endorsement

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



Penny Eising  
Principal



P and C



Assistant Regional Director