



# Logan Reserve State School Strategic Plan 2017 – 2021



## School Profile

## Our Purpose

*At Logan Reserve State School, our purpose is to provide a safe and caring environment focused on empowering students to achieve their best from their learning needs and goals. Logan Reserve exists for every student to be literate and numerate in a complex ever-changing world in which we live. We are a co-educational primary school with an enrolment management plan.*

## Context

*Our context begins with our motto "Always Our Best". This provides the context in which Logan Reserve exists. Logan Reserve School has a country feel set on the fringes of suburbia. The Logan Reserve area is currently undergoing*



*significant change where large swathes of farming land are being sold for suburban developments. The increase in enrolments will be a challenge over the next few years with the infrastructure to support the growth. The school will focus on upholding its good reputation both within and beyond the catchment.*

*The school is characterised by a most pleasant landscaped environment with classrooms – painted, carpeted and vinyl in modern vibrant colours. Smart boards are in every classroom. A beautiful hall and library which includes a boardroom for meetings and teachers planning as well as a most inviting library collection adorn the school property. Our science laboratory matches our priority for The Teaching of Science and our Science Specialist. Beautiful playgrounds and multi-purpose court together with the generous donation through the support of our P&C for table tennis tables and Lego table together with Lego blocks provide the children with an abundance of different activities to participate in during their lunch breaks.*

*Our focus is on a fully integrated school from Prep through to Year 6, characterized by our commitment to reading, writing, numeracy and science. Flexible teaching and learning environments, quality curriculum, productive pedagogies, authentic assessment and timely reporting further give the context for Logan Reserve. A networked learning community employs internal and external information and communication technologies. A supportive school environment where the Positive Behaviour for Learning provides clear expectations around behaviour to enable learning is a key focus as well*



*as a focus on safe and respectful behaviour. Further to this is the school's increasing focus on the well-being of staff and students.*

*Our school curriculum aims to use the latest in research to inform our teaching and learning. Our school community continually seeks to reflect on the performance of the school and the learning outcomes of its students. Logan Reserve is a school that engages in the unrelenting goal of the pursuit of excellence and to reflect on its performance. The school has a very strong commitment to professional development and all being lifelong learners.*

## Vision

*Our Vision for Logan Reserve is that of a community of **Learners** - staff, students and parents. It is characterized by*

- ★ *Love of learning,*
- ★ *Personalised learning*
- ★ *Thinkers - deep, constructive and creative learning*
- ★ *Personal responsibility for learning*
- ★ *Variety of learning experiences to develop the whole child*

*Our Vision for Logan Reserve is that of a community that is **Respectful** - staff, students and parents. It is characterised by*

- ★ *Respect for self*
- ★ *Respect for others*
- ★ *Respect for school rules*
- ★ *Respect for the environment & property*

- ★ Powerful, professional **learning** teams, open to change and flexible
- ★ Ongoing quality professional development - **Life-long learners**
- ★ A strong, supportive **mentoring** program
- ★ Active **Researchers**
- ★ 21<sup>st</sup> century **learning**, educators and tools
- ★ **Curriculum** programs benchmarked against world's best practice
- ★ Results analysed with feedback for **learning**
- ★ Stakeholders working together as partners in the **education** of our students
- ★ Spirit of **inquiry**
- ★ Sequences of **learning** developed
- ★ **Solvers** of real life problems
- ★ **Learners** who know and can do



- ★ **Respectful** communication - how we speak, what we say and understanding and tolerant of difference,
- ★ **Respectful** regardless of socio economic background, religion, race, gender, disability and differences of opinion
- ★ Climate based upon **respect**, resilience and responsibility

Our **Vision** for Logan Reserve is that of a community that is **Safe** - staff, students and parents. It is characterised by

- ★ Sense of **belonging** - looking out for and after each other
- ★ **Safe** behaviour- Keeping self and others safe
- ★ **Safe** environments
- ★ **Safety** training including health **prevention** e.g. asthma, anaphylaxis



Our **Vision** for Logan Reserve is that of a community that is **Striving to do our best**- staff, students and parents. It is characterised by

- ★ Support for positive behaviour - **PBL**
- ★ Passion for Teaching, every teacher using best practice
- ★ Passion for Learning
- ★ Enthusiasm, commitment, cooperation, perseverance
- ★ Support for individuals - differentiation



- ★ *Duty of care including risk assessments - Policies and procedures about safe practice*
- ★ *Balance in the lives of our students, staff and parents looking after our physical and mental health*
- ★ *A sense of fun and enjoyment in the way we work together*

- ★ *Every child achieving their best*
- ★ *Assessment, achievement, reaching goals*
- ★ *Good manners*

# Our Values

Learning



Respect



Safety




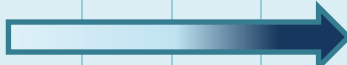






Striving to do our best



## Improvement Priorities

National School Improvement Tool Domain	Priority	Strategies	2017	2018	2019	2020
1. An explicit improvement agenda	<ul style="list-style-type: none"> <li>Collaboratively develop a sharp and narrow improvement agenda</li> </ul>	<ul style="list-style-type: none"> <li>Communicate the improvement agenda to our school community</li> <li>Consider the inclusion of targets being communicated to the parents</li> <li>Identify priorities and supporting strategies for the key focus areas</li> <li>Develop achievable and measurable targets which include monitoring and budget</li> <li>Embed the identified improvement agenda into planning meetings</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>Develop school policy for student attendance</li> <li>Include Tier 1, 2 and 3 levels of support for attendance targets</li> <li>Include goals and targets for students attendance</li> <li>Develop school posters and logos for school attendance</li> </ul>				
<b>Success Indicators</b>	<p><i>Increase in student attendance with a particular focus on students whose attendance does not meet school targets</i></p> <p><i>School's improvement agenda clearly articulated to the school community</i></p> <p><i>All elements of the school's improvement agenda are implemented with consistency across the school</i></p>					
2. Analysis and discussion of data	<ul style="list-style-type: none"> <li>Comprehensive school wide assessment and monitoring schedule</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively develop required assessments and their schedule throughout the year</li> <li>Ensure systematic entering and review of data entered on one school</li> <li>Use the headline indicators, school data profile to analysis of school data sets</li> <li>Use analysis to inform future direction</li> </ul>				

National School Improvement Tool Domain	Priority	Strategies	2017	2018	2019	2020
	<ul style="list-style-type: none"> <li>All Teachers being data literate</li> </ul>	<ul style="list-style-type: none"> <li>Identify annually teachers needing support in the entering of school identified data</li> <li>Identify annually teachers needing support in the reading and understanding of data sets</li> </ul>				
	<ul style="list-style-type: none"> <li>Protocols for the collection of data in relation to cross curricula priorities – student well being</li> </ul>	<ul style="list-style-type: none"> <li>Investigate valid and reliable methods of collecting data on student well being</li> </ul>				
<b>Success indicators</b>	<i>Teacher are competent and proficient in data analysis</i> <i>All staff are engaged in conversations that promote best pedagogical practices based on data</i>					
<b>3. A culture that promotes learning</b>	<ul style="list-style-type: none"> <li>Continue to ensure that the principles of PBL are an integral part of the school culture</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed the principles of PBL together with Kids Matter with a focus on consistent practices throughout the school by all staff</li> <li>Develop a school scope and sequence for well-being and PBL lessons</li> <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> </ul>				
	<ul style="list-style-type: none"> <li>Continue to provide forums for examining professional learning focus</li> </ul>	<ul style="list-style-type: none"> <li>PFD to focus on development expert knowledge about Visible learning</li> <li>Curriculum Café and chat and snack box to promote professional discussions through reading and sharing of practice</li> <li>Action research in key focus areas</li> </ul>				
<b>Success indicators</b>	<i>Implementation of well-being scope and sequence</i> <i>Clear evidence of school artefacts promoting PBL and school attendance</i> <i>Action research encourage and supported</i> <i>Line of sight maintained and enhanced to ensure focus on school's improvement agenda</i>					

National School Improvement Tool Domain	Priority	Strategies				
			2017	2018	2019	2020
<b>4. Targeted use of school resources</b>	<ul style="list-style-type: none"> <li>Continue focus of school resources on optimising students learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>IFS strategy to support sharp narrow focus on student improvement</li> </ul>				
	<ul style="list-style-type: none"> <li>Focus on the development of an ICT framework and skills</li> </ul>	<ul style="list-style-type: none"> <li>Develop a school vision for ICT'</li> <li>Improve teacher capacity in the use of ICT's</li> <li>Increase students skill in ICT in readiness for Naplan online</li> <li>Develop ICT plan –resourcing, infrastructure and scope and sequence of skills and knowledge</li> </ul>				
	<ul style="list-style-type: none"> <li>Regular scheduled monitoring of the school budget</li> </ul>	<ul style="list-style-type: none"> <li>Develop monitoring processes for the budget – income and expenditure</li> <li>Ensure regular finance meetings are held</li> <li>BSM to be integral to the process and leadership of monitoring processes around school budget</li> </ul>				
	<ul style="list-style-type: none"> <li>Infrastructure for school growth</li> </ul>	<ul style="list-style-type: none"> <li>Enlist the partnership of the regional infrastructure team to develop a master plan for continued growth within the school</li> </ul>				
<b>Success indicators</b>	<p><i>The Australian Curriculum: Information and Communication Technology continuum is used a tool to inform, enhance and embed digital technologies</i></p> <p><i>Online communication to be the prime means of written communication for staff, students and parents</i></p> <p><i>Regular budget meetings to monitor budgeting processes</i></p>					
<b>5. An expert teaching team</b>	<ul style="list-style-type: none"> <li>Principal and deputy to be instructional leaders</li> </ul>	<ul style="list-style-type: none"> <li>Continue year level planning to promote expertise of every team member</li> <li>5 week planning cycles to include curriculum, pedagogy , differentiation , assessment, analysis of data</li> </ul>				



National School Improvement Tool Domain	Priority	Strategies				
			2017	2018	2019	2020
	<ul style="list-style-type: none"> <li>Every teacher, every teacher aide being highly skilled</li> </ul>	<ul style="list-style-type: none"> <li>Develop professional development plan aligned to the school's explicit improvement agenda including Annual Performance Plan</li> <li>Programs, practices and personnel to continue development of staff</li> <li>Use PD days and staff meetings to effectively enhance professional knowledge and skills of teaching and teacher aides</li> <li>Develop coaching and mentoring plan to include feedback</li> <li>Induction of all staff</li> </ul>				
<b>Success indicators</b>	<i>Non negotiables form part of the professional learning teams planning days including successful pedagogy All staff's Annual Performance Review plans are clearly aligned to school's improvement agenda</i>					
<b>6. Systematic curriculum delivery</b>	<ul style="list-style-type: none"> <li>Develop whole school curriculum plan including assessment and reporting</li> </ul>	<ul style="list-style-type: none"> <li>Continue year level planning and assessment</li> <li>Continue regular year level meetings to monitor and quality assure progress in literacy and numeracy</li> <li>Develop focus on learning experiences that explicitly plan for surface, deep and transfer learning</li> </ul>				
<b>Success indicators</b>	<i>Whole school assessment and reporting framework</i>					
<b>7. Differentiated teaching and learning</b>	<ul style="list-style-type: none"> <li>Develop school wide consistent setting of student learning goals including feedback</li> <li>Develop a repertoire of effective differentiation practices</li> </ul>	<ul style="list-style-type: none"> <li>Identify manageable process to develop school wide process for student learning goals</li> <li>Develop teacher capability to engage all learners to include extending and challenging high achieving students to supporting students with disabilities</li> </ul>				
<b>Success indicators</b>	<i>Increase in student success with an increase in the percentage of students achieving the upper 2 bands Student survey results demonstrate that school work challenges me to think and achieve to my best Learning goals are an embedded and are a sustained school practice</i>					



National School Improvement Tool Domain	Priority	Strategies	2017	2018	2019	2020	
<b>8. Effective pedagogical practices</b>	<ul style="list-style-type: none"> <li>Consistent, school wide understanding of signature pedagogies</li> </ul>	<ul style="list-style-type: none"> <li>Develop deep understanding of John Hattie's "Visible Learning" – surface, deep and transfer learning to include effective strategies appropriate to each level of learning</li> <li>Collaboratively develop and implement school wide policy on feedback to students</li> <li>Continue developing current practices in observation and feedback to staff in line with focus areas</li> </ul>					
<b>Success indicators</b>	<p>Staff "Walk to talk" and use common language as outlined through pedagogical framework</p> <p>Clear enacted pedagogical framework to include school signature practices for the teaching of reading, writing and mathematics</p> <p>Unit planning explicitly demonstrates Hattie's visible learning and effective strategies for different phases of learning</p>						
<b>9. School Community partnerships</b>	<ul style="list-style-type: none"> <li>Develop and enact a community engagement framework</li> </ul>	<ul style="list-style-type: none"> <li>Review community partnerships to ensure they directly support learning outcomes for our students</li> <li>Develop community engagement framework</li> <li>Develop student council as a voice for students</li> </ul>					
<b>Success indicators</b>	<p>Student survey acknowledges student voice through school leadership</p> <p>Parent survey results demonstrate improvement in "the school encourages me to participate in school activities"</p>						

## Endorsement

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



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