



Logan Village State School

Strategic Plan 2017-2020

Our Purpose: To provide an outstanding, quality education that will meet the needs of all students and maximise their learning outcomes.
To equip students to fully engage in the society of the future as productive members of the community.

Our Improvement Priorities

Quality outcomes with our Community Every student - Every Lesson – Every Day

Analysis and Discussion of Data

- Further develop teacher capacity in data literacy to access, analyse and utilise data to inform practice, monitor student learning and reflect on the effectiveness of their teaching.
- Implement a strategic approach to using the range of assessment tools to monitor school-wide achievement, progress and to identify areas for further development.
- Move to the use of OneSchool class dashboard so that the attainment, attendance and behavioural data for each student is available as the single point of truth.

Differentiated Teaching Practices

- Review the ICP process to ensure that planning is completed in consultation with the class teacher and other key stakeholders.
- Develop and implement a tiered differentiation plan (Response to Intervention - RTI) to articulate and ensure consistency in case management, teacher planning, goal setting and classroom practices.
- Develop clear processes for monitoring and assessing the achievement of student learning goals in ICPs.

Targeted use of School Resources

- Review the distribution of flexible staff to meet the school's EIA.
- Review the school's processes for the development of the school's budget to ensure greater transparency.
- Align curriculum leadership with cost centre management.

At Logan Village State School we believe that...

- our best today can be improved upon tomorrow
- everyone can learn and our goal is to maximise that learning
- we can make a positive difference in the lives of our students, their families and our community
- positive relationships are the foundation of effective teaching
- student learning is maximised when parents and teachers and the community work together.

Through the implementation of the You Can Do It Program we teach and model the personal attributes of confidence, persistence, resilience, organisation, and getting along. These qualities underpin our relationships within the school.

Explicit Improvement Agenda

- Narrow and sharpen the school's EIA to one curriculum area (The teaching of Reading), with clear targets, timelines and dedicated resourcing.
- Collaboratively refine, with all sections of the school community the school's culture and values.
- Review and refine the school's administration team roles and responsibilities statement and share it with the school staff.
- Explore ways to communicate and celebrate this agenda to the whole school community.

A Culture that Promotes Learning

- Extend the existing positive culture of learning to include a culture of inquiry which values creative exploration and independent learning.
- Engage students in developing the student leadership program.

School and Community Partnerships

- Record the school operations concerning significant and regular community events.
- Strengthen relationships with feeder high schools through a focus on continuity of pedagogy.
- Develop partnerships with community organisations to enhance learning opportunities for all students.

Effective Pedagogical Practices

- Review and consolidate current pedagogical practices to ensure ongoing effectiveness, relevance and consistency of implementation.
- Implement RTI approach as part of professional learning communities across the school
- Build student ownership of and responsibility for their learning through the further development of practices around student individual learning goal setting and targets.

An Expert Teaching Team

- Strengthen the annual performance review process for all staff to include an updated
- Professional learning plan, goals, processes to monitor progress and the associated budget aligned to the EIA.
- Further develop and implement a program of peer coaching and feedback to support the growth of expert teaching practice for all teachers and teacher aides.

Systematic Curriculum Delivery

- Embed the collaborative curriculum planning process across the school.
- Refine the implementation of the school professional learning plan to include coherent, connected coaching and observation, ongoing feedback and quality assurance around the agreed PD priorities and Professional Development Plans (PDP).
- Strengthen moderation processes to include other schools including those outside of the Logan Education Alliance.