LOGAN CITY SPECIAL SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Wellbeing and engagement | Culture and inclusion

School Priority 1: Curriculum

Monitoring

Strategy/ies:	Term 1	Term 2	Term 3	Term 4
1. Collaboratively revise the 3 levels of planning, with knowledgeable others, to provide clarity about what teachers should teach and what students should learn.	✓	✓	✓	✓
2. Prioritise collaborative learning opportunities for staff to strengthen teachers' and leaders' capability to plan, teach and assess the AC.		✓		✓
3. Collaboratively review the data plan, to ensure it includes a range of evidence informed assessment and data tools, aligned with school and system performance measures.	✓			✓
4. Build the data literacy capability of leaders and teachers to increase precision in curriculum planning and implementation, and monitoring of priority groups and individual student achievement.	✓	✓	✓	✓

AIP measurable/desired outcomes:

➢ Growth in Confidence Survey (planning) Data – 80% of staff will rate themselves a 5 or higher. (Current baseline - 65%)
➢ Growth in Confidence Survey (data) Data – 80% of staff will rate themselves a 6 or higher. (Current baseline - 68%)
➢ 5% increase in students moving from D to C in English, resulting in an increase of 81% to 86% of students achieving a C or higher in English.
➢ Achieve a 75% or higher engagement rate among participants in targeted professional learning sessions, as measured by positive responses across key survey items in the engagement survey.

Actions:

Curriculum Planning

Professional Learning and Development:
- o Develop a professional learning calendar that builds capability for teachers and leaders aligned to three levels of planning, building knowledge of AC and data literacy.

Shared Understanding of Planning:
- o Build a shared understanding of the three levels of planning through engaging in collaborative planning opportunities focused on the development of level 3 planning.
- o Embed regular curriculum team meetings to strengthen curriculum capability and ensure alignment and progress for teachers, HOD-C and leaders.

Curriculum Familiarisation:
- o Immerse staff in the updated V9 curriculum (Science, Technologies, HPE), in preparation for implementation in 2026.

Data

Understanding and Literacy:
- o Develop a shared understanding of the differences between CLI and AC assessments through dedicated meeting time and increased communication.
- o Build data literacy through the ongoing "Tier 1 case management" focus on data-informed next steps, as determined by the leadership team.

Tools and Processes:
- o Integrate data tracking tools, templates, and examples into the teaching and learning cycle to support data-informed instruction.
- o Create a formal referral process for curriculum access point conversations.

Monitoring and Conversations:
- o Schedule mid-point monitoring discussions in team meetings (Weeks 8-10 of the teaching and learning cycle) to review unit context.
- o Facilitate end-of-cycle data conversations (Week 20) to inform the next teaching and learning phase.

Long term measurable/desired outcomes:

Collaboratively build the capability of teacher and leaders in curriculum planning, assessment, and data literacy through a lens of professional learning, coaching and instructional leadership that strengthens teaching and learning outcomes for all students.

Responsible officer(s):

HoD-C's
DPs
Head of School – Primary
CCC's

Resources:

- HR – teacher allocation – per semester to meet with HoD-C's
- SEOC and Regional supports
- HoD-C alliance
- Curriculum budget
- Team structures - Team/staff meetings
- Curriculum SharePoint
Cross-Campus Considerations

School Priority 2: Positive Behaviour for Learning

Monitoring

Strategy/ies:	Term 1	Term 2	Term 3	Term 4
1. Systematically enact collaboratively agreed PBL processes across all campuses, to facilitate consistent implementation of practices that support students' positive engagement in learning.	✓	✓	✓	✓
2. Strengthen staff understanding of multi-tiered systems of support (MTSS), including personalised case management processes, to ensure consistent understanding and implementation of effective supports for student learning and engagement.	✓	✓	✓	✓
3. Collaboratively develop systematic response protocols to address the wellbeing needs of leaders and staff who support students with complex needs.	✓	✓		

AIP measurable/desired outcomes:

PBL
Continued development of staff understanding of PBL, the Matrix and systems of acknowledgement for the implementation of PBL as a Tier 1 universal strategy (baseline collected week 5 Term 4):
- Enacted Acknowledgment systems – GOTCHA Data Monitored monthly to track increase in class GOTCHAs
- Agreed and enacted data monitoring and analysis processes – OS Major Behaviour tracked with Monthly Averages, EBS,TFI and Big 5 Digging Deeper Tool.

MTSS
Further develop and refine Tier 2 & Tier 3 school-wide practices with clear links to data and the development of targeted interventions and individualised programming monitored by monthly incident data on Tier 2 and Tier 3 Class Dashboard.

Target/s:
➢ *Enacted and visible Tier 1 Practices across campuses observed by EBS School-Wide Systems data increased to 60% by end of 2025. (Baseline: 42% of school wide systems currently in place)*
➢ *A 10% decrease (61.8 per month) of recorded OS Major Behaviours monitored through Tier 2/Tier 3 Class Dashboard by the end of 2025. (Baseline: 68.7 MB recorded incidents per month)*

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Actions:
PBL:
- Utilise the PBL committee to lead PBL across all campuses by enacting a co-constructed action plan that monitors and reviews the consistent implementation of Tier 1 practices and acknowledgment systems.
- Develop and enact a whole school process for recording behaviour incidents for the establishment of data cycles, monitoring, review and whole school action planning.

MTSS
- Development of Tier 1 Case-Management process to build teacher capability across LCSS priorities tracked and monitored with feedback system on SharePoint.
- Utilise the case management framework to personalise student supports and enact the use of Personalised Learning Records to ensure a student-centred approach to learning and engagement is formally recorded for students requiring Tier 2 & Tier 3 supports.
  - Continued provision of release time for stakeholders to participate in case management processes across Tiers 2 & 3
  - Enacted cycles of data monitoring and reviews of individualised programming for students requiring Tier 2 & 3 Supports

WELL-BEING:
- Formalise and develop a whole school process that supports the wellbeing of staff at LCSS:
  - Co-construct and enact an action plan and flowchart for responses to critical incidents that support staff well-being.
  - Development of a whole school well-being framework for staff within consultation with SWAT, school leadership and staff.

Long term measurable/desired outcomes:

Positive Behaviour for Learning embedded with fidelity as a whole school approached for expectations, acknowledgement and tracking of student engagement evident through TFI, EBS and related data sets.

Multi-Tiered Systems of Support embedded as a school-wide practice to provide targeted case management processes relating to student engagement and learning, leading to:
- *Increased student engagement evident through behaviour data and tracking of students through Tiers 1-3*
- *Improved student learning outcomes evident through assessment data*

Responsible officer(s):	Resources:
Principal *Deputy Principal* *HOD-SS* *PBL Coaches*	• Teacher Release for; PBL Coaches, PD Tier 1 Committee – Regional PD, Online, Planning • Teacher Release for participation in Case Management Approach (Tiers 2 & 3) through NCT lines and time allocation within Team Meeting for Tier 1 • Development of PBL resources to support Teaching and Learning, support resources for engagement for students requiring Tier 2 & 3 interventions.

School Priority 3: Communication		Monitoring			
		Term 1	Term 2	Term 3	Term 4
Strategy/ies: • To build staff capability as effective communicative partners to support student engagement in learning.			✓		✓

AIP measurable/desired outcomes:
- Teams demonstrate knowledge of the communication policy to identify specific communication goals related to their cohort including the collection of baseline & growth data.
- Refinement of data driven analysis of the ROCC assessment to inform targeted goal setting & capability development.
- Increased alignment to ensure data informed processes and decision making
- Refine assessment schedule/data pick up points for ROCC data & communication goal setting
- Cycle of monitoring and review of communication data, observation and student goals
- ➢ Clear definition of the MTSS tiers of support for communicative needs.

Target/s:
- ➢ *All students will demonstrate an increase in communicative competence as evidenced by growth in any domain of their individual ROCC data.*
- ➢ *85% of students will achieve their communication access goal within each reporting period.*

Actions:
AAC
- ➢ Increase staff knowledge of AAC through formal learning opportunities, coaching, knowledgeable others, SLP support, external consultants and instructional leadership.
- ➢ Investigate the impact of professional development activities in student engagement through observational data.
- ➢ Collaboratively map the communication focus through each sector of the school to build collective teacher efficacy.

ROCC
- ➢ ROCC training for all identified staff delivered by SLP's.
- ➢ One on one session with SLP's to collaboratively review and analyse data sets (ROCC data, current baseline, previous goal data) and set targeted goals for programming with increased rigour.
- ➢ Refine the process to assess and analyse data from targeted goal setting to measure effectiveness of assessment and individualised programming.
- ➢ Build capability of SLP's to support staff through coaching conversations, DP Check-ins and clarifying vision for communication goals.

MTSS
- ➢ Collaboratively embed a whole school approach within the case management framework as part of the multi-tiered System of support to enact a clear focus around communication.
- ➢ Engage external supports (Regional supports, consultancy) to provide specialised & critical feedback to the Case Management Team for the development of highly personalised communication planning and to develop leadership capability & confidence to support teachers with complex communication needs school wide.

Long term measurable/desired outcomes:

Improved staff awareness of their own capabilities to seek the right supports to build capability as effective communication partners.

Responsible officer(s):	Resources:
Deputy Principals	• *Communication Committee meetings (Fortnightly) Teacher release time with SLP's, AAC Resources, Professional Development, Consultants)*

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

Principal   **P&C/School Council**   **School Supervisor**