



INDEPENDENCE THROUGH LEARNING (Final)

Logan City Special School Strategic Plan 2021 to 2024

School Context:

Setting: South East Region
Category: Band 11 Stream 7
Enrolments: 238 students ECDP & Prep – Year 12
ICSEA: 960
Financial Audit: 2020 (Self Managing)

School Outline: Logan City Special School has identified that enhancing teacher pedagogy through clear and consistent whole school practices is the key to improving student outcomes across all year levels centred on Reading and Number/Place Value along with the implementation of the Australian Curriculum.

2021-2024 Goal: By 2024, Logan City Special School's teaching and learning practices and protocols will be further refined, defined and evident in every classroom to enable every student to improve and succeed in their learning to reach their highest possible level of independence. This will result in improved levels of achievement for all students in **English and Maths, communication, social skills and self-regulation**. We will implement the School Review recommendations to guide future actions and enhance teaching and learning at LCSS.

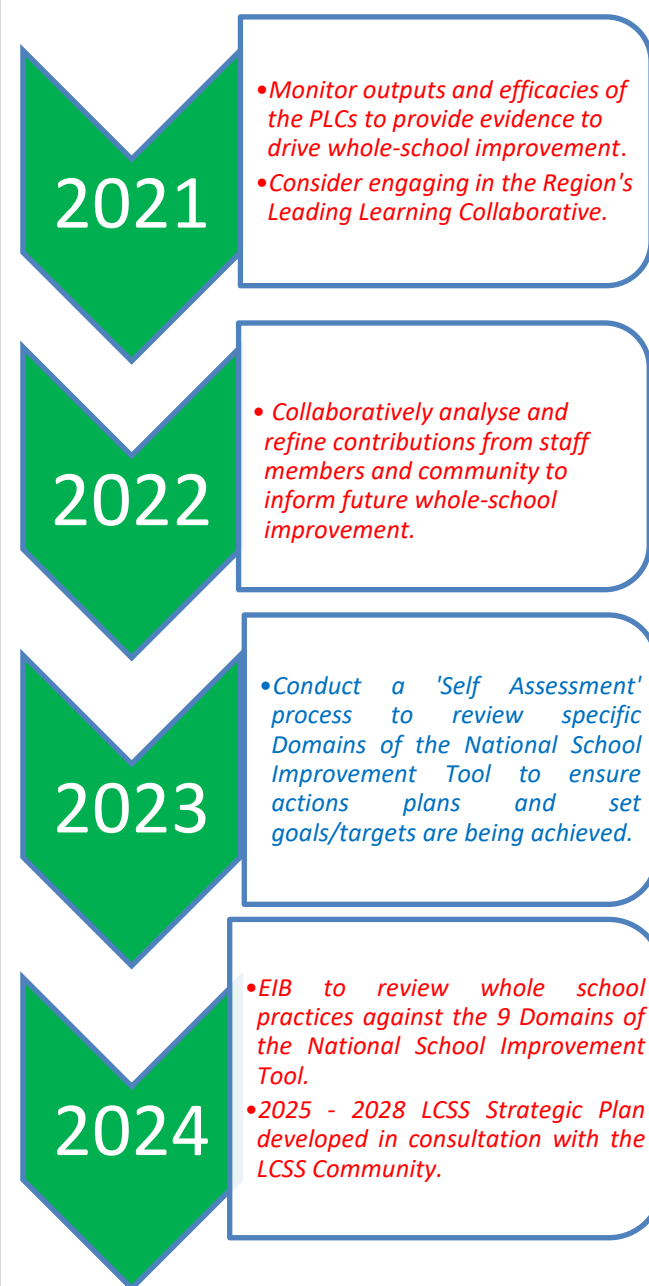
Strategic Plan Legend (2021 to 2024)

To identify the priority areas for the next four years please refer to the legend descriptors below:

- **RED** – The school's sharp and narrow focus in that year.
- **BLUE** – A complementary piece of work aligned to the school's sharp and narrow focus in that year.
- **GREEN** – Either a monitoring, reviewing or emerging piece of work in that year.

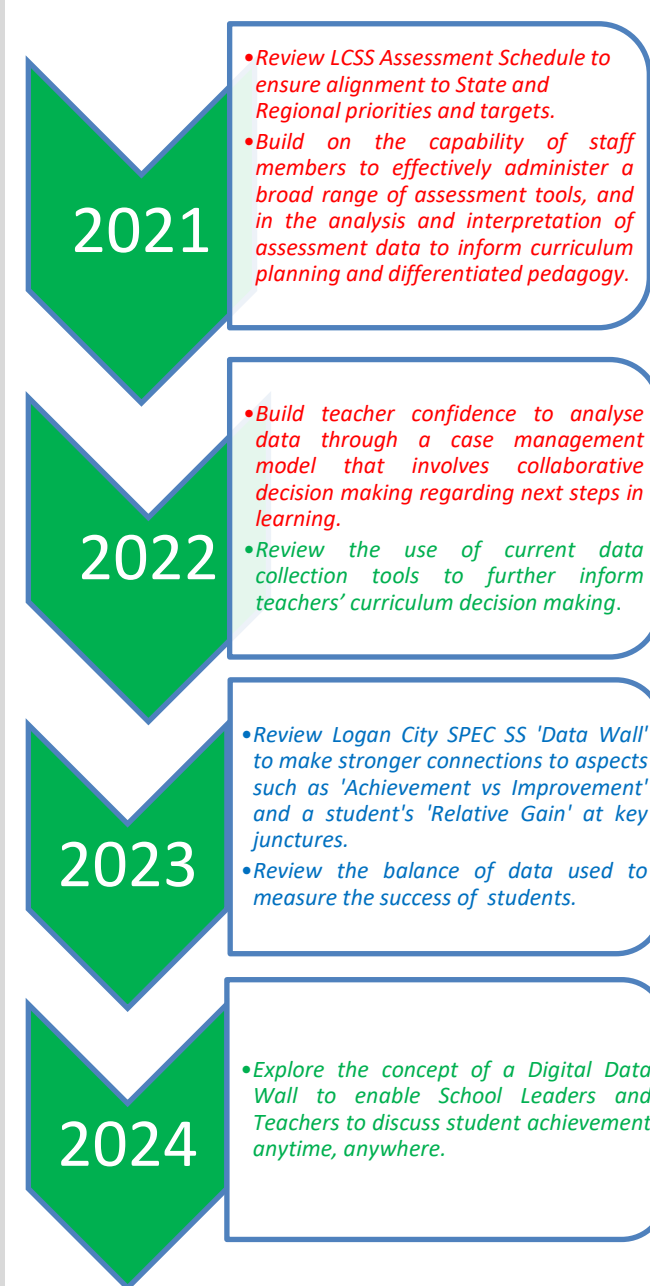
An Explicit Improvement Agenda

Logan City Special School's explicit improvement agenda will be clearly communicated to all members of the school community. Staff are committed to, aware of, and take responsibility for meeting targets and timelines and monitoring the effectiveness of current practices to ensure they are aligning to the improvement agenda.



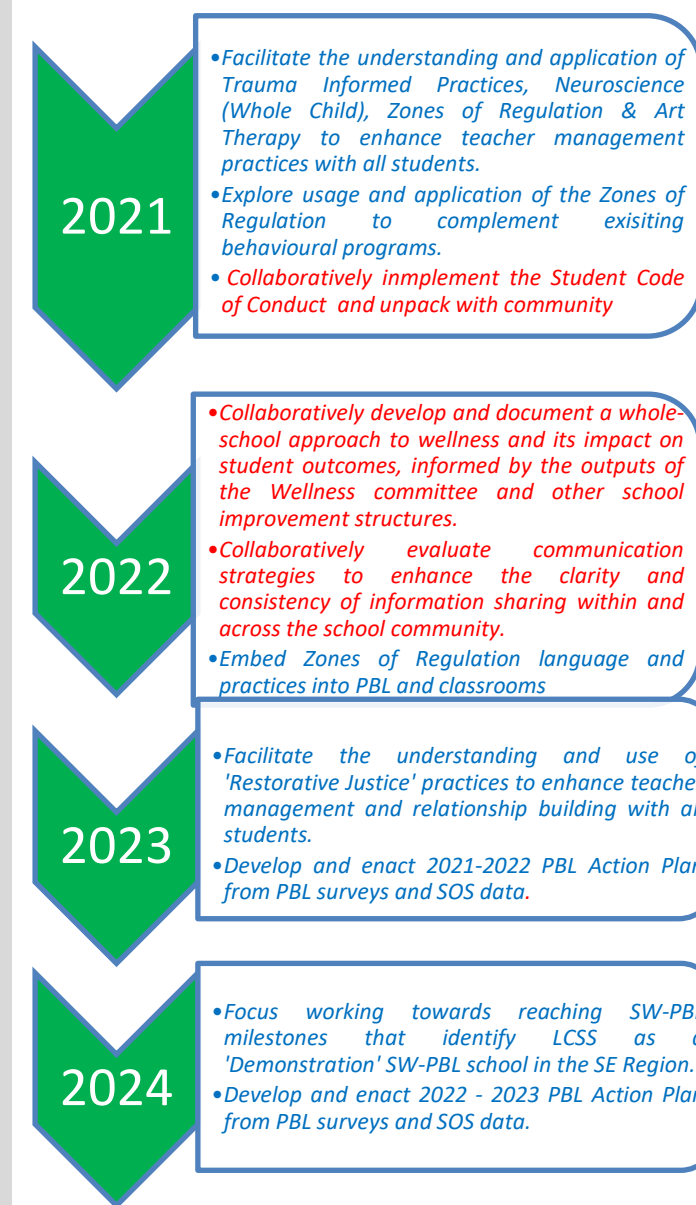
Analysis and discussion of data

Logan City SPEC has an embedded Data Plan. Reliable and timely student and classroom data is used to monitor school-wide achievement and progress across targeted focus areas. A balance of formative and summative assessment is reflected and processes are formalized to discuss student achievement data to influence teaching and learning.



A culture that promotes learning

Logan City SPEC's leadership team is working towards building a culture of high expectations and excellence through a whole school approach to PBL practices. As a staff we promote best practice @ Logan City SPEC. Staff have a strong belief that every student will learn and achieve positive outcomes. A collegial culture is being evident and there is a strong focus on the learning and wellbeing of students and on continually improving the school's ability to meet the complex needs of all students using a variety of strategies.



Logan City Special School Measures of Success 2021 – 2024

Logan City SPEC Targets			
2021	2022	2023	2024
Individual Achievement Scales –			
English - one level improvement annually			
Maths – two level improvement annually			
Years	Semester 1	Semester 2	
Prep – Yr. 10	70%	75%	
Teacher improvements on High Impact Teaching Strategies (pre and post annual growth)			
40%	43%	45%	50%
Teachers practising Goal setting – (Learning Intentions – Success Will Be)			
70%	75%	80%	85%
Students who can identify and/or articulate their Learning Goals			
60%			
Students on PM Benchmark Reading (Level 3 and above) who move up one level per annum			
75%			
Attendance Rates			
85%	87%	89%	91%
Below 85% Attendance Rate			
< 12.5%	< 12%	< 11.5%	< 11%
Positive Behaviour for Learning - EBS			
80% + across all EBS aspects			
School Opinion Survey - Behaviour			
87.5% of parents, students and staff are satisfied with behaviour at LCSS			
SOS Parents: My child's English and Maths skills are being developed at this school			
100%	100%	100%	100%
SOS Students: I am getting a good education at my school.			
97%	98%	98%	99%

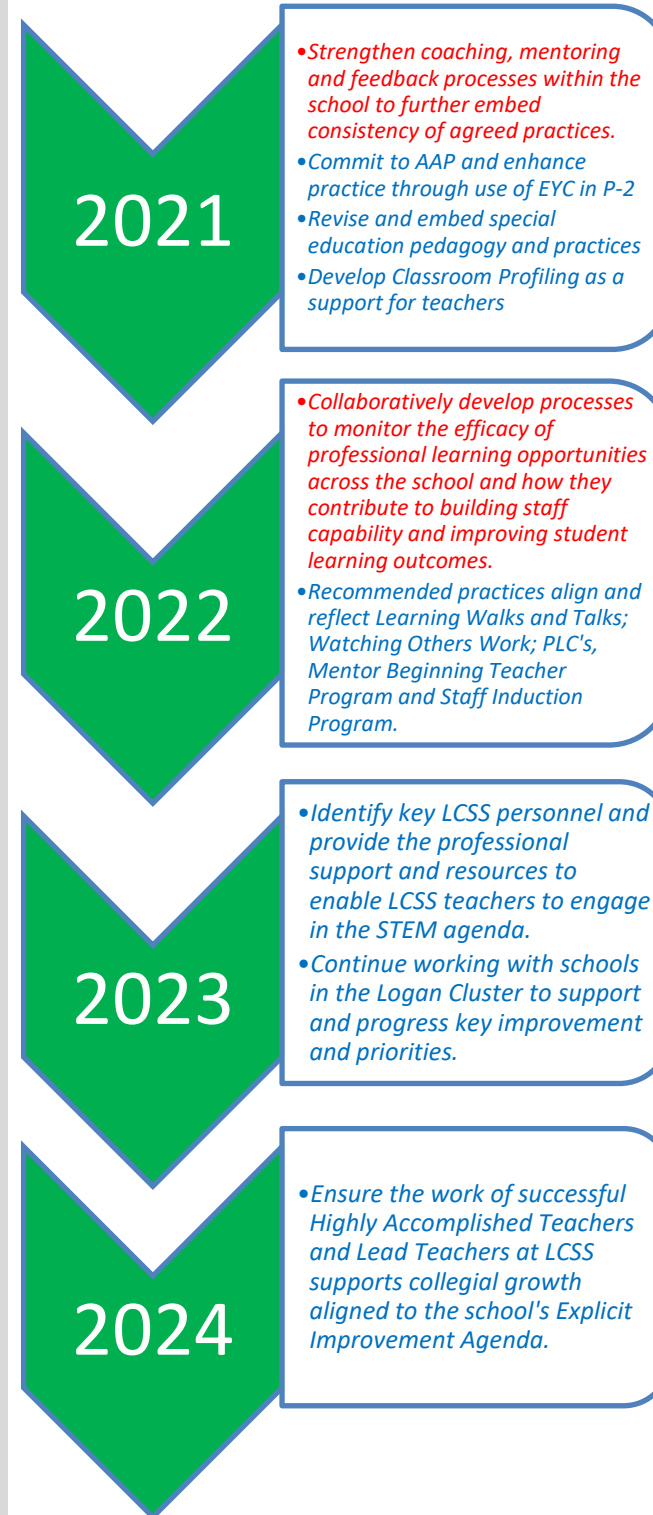
Targeted Use of Resources

Logan City SPEC applies its resources (staff time, expertise, funds, facilities, materials & programs) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners and ensure that 'every student succeeds'.



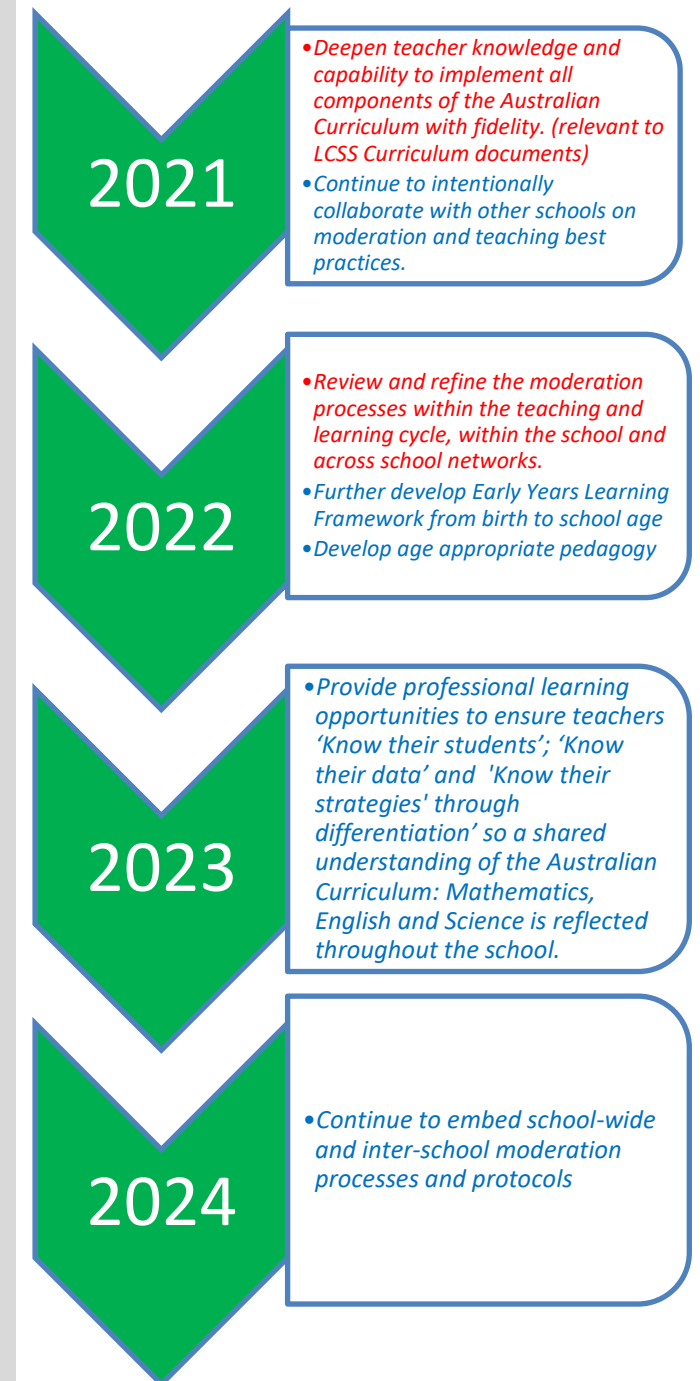
An Expert Teaching Team

Logan City SPEC places a high priority on developing the pedagogical knowledge and skills of all teachers to ensure they are experts in their field by growing our skills in High Impact Teaching Strategies (HITS). Teachers plan collaboratively, share and showcase best practice, reflect on their teaching pedagogy and take personal responsibility for improving student learning and wellbeing.

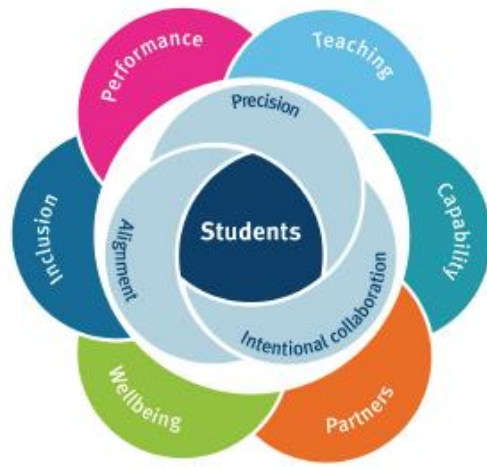


Systematic curriculum delivery

Logan City SPEC is committed to developing coherent and sequenced Curriculum Plans (i.e. 3 Levels of planning), which are aligned with the Australian Curriculum to ensure consistent teaching and learning expectations across all learning areas. Learning is monitored across all year levels and subject areas and evidence-based teaching practices are embedded in curriculum delivery.



Every student succeeding State Schools Strategy



[Every student succeeding – State Schools Strategy \(PDF, 307KB\)](#) is Queensland's plan to lift the performance of each state school student, teacher and principal. It is aligned with [Advancing education: An action plan for education in Queensland](#) and the [Strategic Plan](#).

We recognize that lifting educational performance requires additional effort and new and effective strategies. Each element of the strategy requires principals to make decisions on matters that have the most impact on student learning. Intentional collaboration, at the heart of the strategy, describes how we learn and work together, leveraging our different strengths, skills and perspectives, to address prioritised challenges, measure impact, build expertise and accelerate statewide improvement in student outcomes. Access information and resources that support the next steps in school improvement:

Successful learners

Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.

Teaching quality

Teachers employing high quality, evidence-based teaching practices focused on success for every student.

Principal leadership and performance

School leaders driving school improvement and student achievement.

School performance

Schools achieving success through an intentional approach to improving the progress of every student.

Regional support

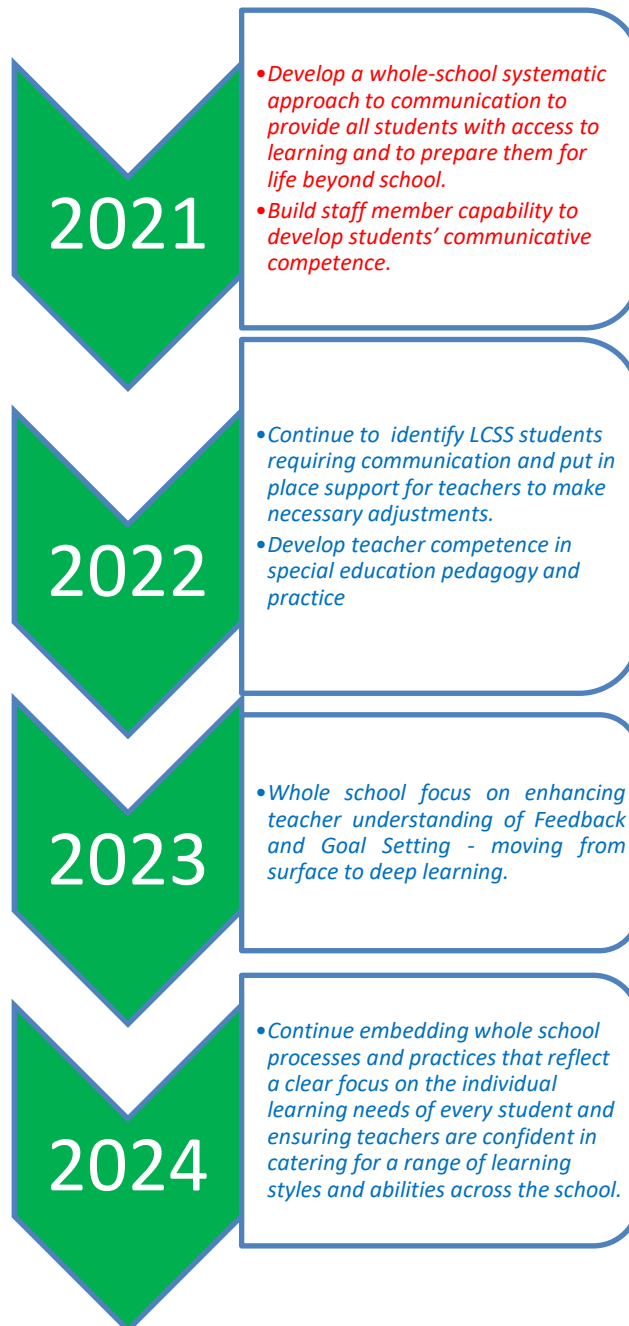
Regions providing a renewed focus on supporting performance and outcomes in the early years and across the stages of schooling.

Local decision making

Schools ensuring community needs are central to decision-making processes, autonomy and accountability.

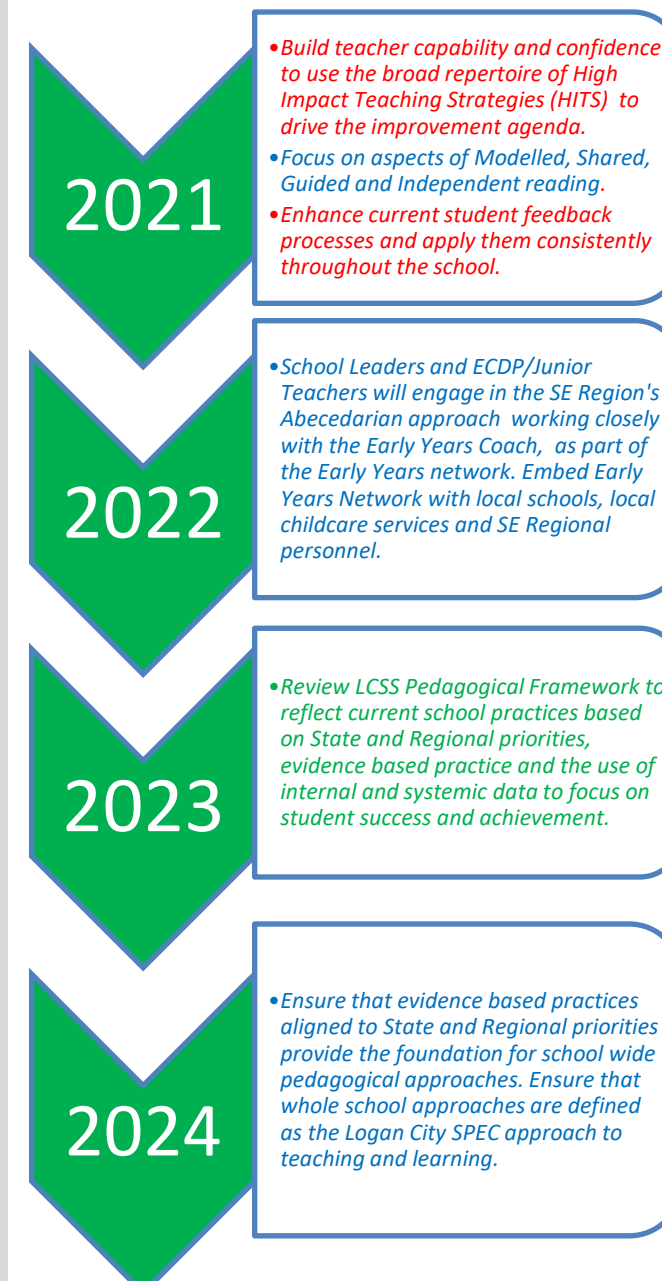
Differentiated Teaching and Learning

Logan City SPEC places a high priority on ensuring that, in their day-to-day teaching, classroom teaching pedagogy identifies and addresses the learning needs of all students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning challenges and tailor classroom activities to levels of readiness and need so that 'every student succeeds'. At LCSS, we focus on the Whole Child!



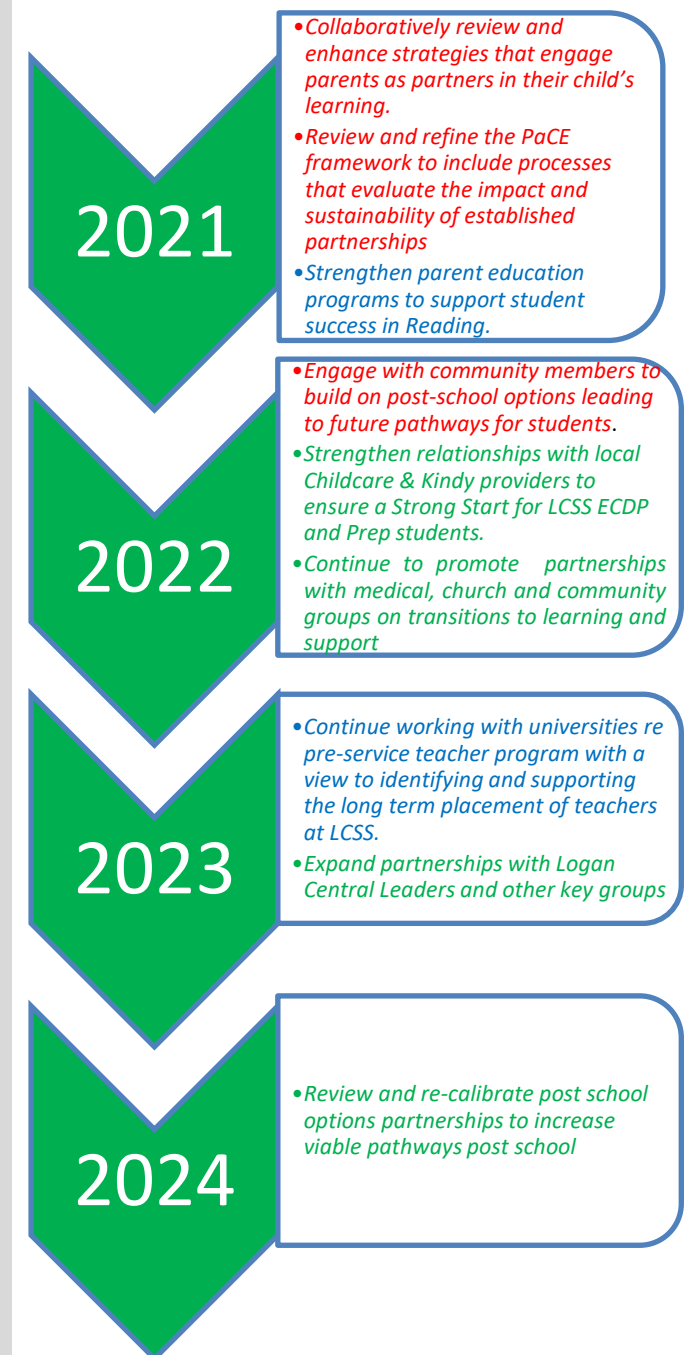
Effective Pedagogical Practices

Logan City SPEC Leadership team drive improvement and ensure staff have a clear and well-understood position on Teaching and Learning. The Leadership team works alongside teachers and staff to model, coach and provide feedback to enhance teacher pedagogy. Evidence-based strategies are used to ensure effective learning experiences are being delivered and teachers understand that improved teaching practice results in improved student outcomes. All staff, including the leadership team, participate in a comprehensive coaching and feedback program.



School – Community Partnership

Logan City Special School will work to build and strengthen partnerships with parents, Early Childhood providers, local schools, Tertiary institutions and the wider education community for improving student outcomes and opportunities. LCSS promotes and values the partnership between students, parents, teachers and community members.



Endorsement of Strategic Plan 2021 - 2024

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

Principal
Rod Kirkland

P & C President
Annette McKenna

Assistant Regional Director
Kate Bentley