

INDEPENDENCE THROUGH LEARNING (Final)

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.

2021

- Monitor outputs and efficacies of the PLCs to provide evidence to drive whole-school improvement.
- •Consider engaging in the Region's Leading Learning Collaborative.

2022

 Collaboratively analyse and refine contributions from staff members and community to inform future whole-school improvement.

2023

 Conduct a 'Self Assessment' process to review specific Domains of the National School Improvement Tool to ensure actions plans and set goals/targets are being achieved.

2024

- EIB to review whole school practices against the 9 Domains of the National School Improvement Tool.
- •2025 2028 LCSS Strategic Plan developed in consultation with the LCSS Community.

Logan City Special School Strategic Plan 2021 to 2024

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.

2021

- Review LCSS Assessment Schedule to ensure alignment to State and Regional priorities and targets.
- Build on the capability of staff members to effectively administer a broad range of assessment tools, and in the analysis and interpretation of assessment data to inform curriculum planning and differentiated pedagogy.

2022

- Build teacher confidence to analyse data through a case management model that involves collaborative decision making regarding next steps in learning.
- Review the use of current data collection tools to further inform teachers' curriculum decision making.

2023

- Review Logan City SPEC SS 'Data Wall' to make stronger connections to aspects such as 'Achievement vs Improvement' and a student's 'Relative Gain' at key junctures.
- •Review the balance of data used to measure the success of students.

2024

•Explore the concept of a Digital Data Wall to enable School Leaders and Teachers to discuss student achievement anytime, anywhere.

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.

2021

- Facilitate the understanding and application of Trauma Informed Practices, Neuroscience (Whole Child), Zones of Regulation & Art Therapy to enhance teacher management practices with all students.
- •Explore usage and application of the Zones of Regulation to complement exisiting behavioural programs.
- Collaboratively inmplement the Student Code of Conduct and unpack with community

2022

- Collaboratively develop and document a whole school approach to wellness and its impact on student outcomes, informed by the outputs of the Wellness committee and other school improvement structures.
- •Collaboratively evaluate communication strategies to enhance the clarity and consistency of information sharing within and across the school community.
- Embed Zones of Regulation language and practices into PBL and classrooms

2023

- Facilitate the understanding and use of 'Restorative Justice' practices to enhance teacher management and relationship building with all students.
- Develop and enact 2021-2022 PBL Action Plan from PBL surveys and SOS data.

2024

- Focus working towards reaching SW-PBL milestones that identify LCSS as a 'Demonstration' SW-PBL school in the SE Region.
- Develop and enact 2022 2023 PBL Action Plan from PBL surveys and SOS data.

Logan City Special School Measures of Success

	2021 –	2024		
Log	an City S	PEC Ta	rget	S
2021	2022	2023	3	2024
Individ	ual Achie	vement	Sca	les –
English - or				
Maths - tw	o level im	provem	ent	annually
Years	Seme	ster 1	Se	emester 2
Prep – Yr. 10	70	%		75%
Teacher in				
Teaching S	trategies	(pre and	d pos	st annual
	gro	wth)		
1				

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%

	Attendan	ce Rates	
85%	87%	89%	91%
Ве	low 85% At	tendance Ra	ate
< 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.

98%

99%

98%

97%

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'.

2021

- •Review the effectiveness of Leadership structure/s to determine how to resource and support a growing school's Improvement Agenda and staff accordingly.
- •Expand the Hub's reach and operation to support staff and students
- Access Regional Therapy Support Services to investigate whole school Zones of Regulation program and processes and to reate KO's

Utilise the school's systems and

processes to explore, evaluate and

improve the use of ICTs to support student access to, and engagement with the curriculum and to meet the demands of life beyond school. 2022 Continue to develop Zones of

Regulation Program - accessing Regional Therapy Support as needed to embed processes and protocols

2023

•Review the Hub's operation and embed processes

• Review the capacity of the school's STEM & History/Geography resources to enhance the learning experience and broaden the opportunities of all LCSS students.

2024

Review the effectiveness of Leadership structure to determine how to resource and support the school's Explicit Improvement Agenda for the next 4 year LCSS Strategic Plan.

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.

2021

- Strengthen coaching, mentoring and feedback processes within the school to further embed consistency of agreed practices.
- •Commit to AAP and enhance practice through use of EYC in P-2 •Revise and embed special education pedagogy and practices
- Develop Classroom Profiling as a support for teachers

2022

- Collaboratively develop processes to monitor the efficacy of professional learning opportunities across the school and how they contribute to building staff capability and improving student learning outcomes.
- Recommended practices align and reflect Learning Walks and Talks; Watching Others Work; PLC's, Mentor Beginning Teacher Program and Staff Induction Program.

2023

- Identify key LCSS personnel and provide the professional support and resources to enable LCSS teachers to engage in the STEM agenda.
- Continue working with schools in the Logan Cluster to support and progress key improvement and priorities.

2024

• Ensure the work of successful Highly Accomplished Teachers and Lead Teachers at LCSS supports collegial growth aligned to the school's Explicit Improvement Agenda.

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.

2021

- Deepen teacher knowledge and capability to implement all components of the Australian Curriculum with fidelity. (relevant to LCSS Curriculum documents)
- Continue to intentionally collaborate with other schools on moderation and teaching best practices.

2022

- Review and refine the moderation processes within the teaching and learning cycle, within the school and across school networks.
- Further develop Early Years Learning Framework from birth to school age
- Develop age appropriate pedagogy

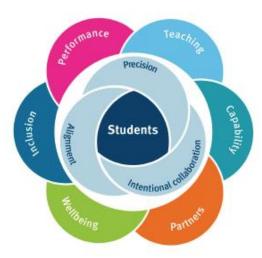
2023

 Provide professional learning opportunities to ensure teachers 'Know their students'; 'Know their data' and 'Know their strategies' through differentiation' so a shared understanding of the Australian Curriculum: Mathematics, English and Science is reflected throughout the school.

2024

• Continue to embed school-wide and inter-school moderation processes and protocols

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 decisionmaking 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!

2021

- Develop a whole-school systematic approach to communication to provide all students with access to learning and to prepare them for life beyond school.
- Build staff member capability to develop students' communicative competence.

2022

- Continue to identify LCSS students requiring communication and put in place support for teachers to make necessary adjustments.
- Develop teacher competence in special education pedagogy and practice

2023

•Whole school focus on enhancing teacher understanding of Feedback and Goal Setting - moving from surface to deep learning.

2024

• Continue embedding whole school processes and practices that reflect a clear focus on the individual learning needs of every student and ensuring teachers are confident in catering for a range of learning styles and abilities across the school.

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.

2021

- Build teacher capability and confidence to use the broad repertoire of High Impact Teaching Strategies (HITS) to drive the improvement agenda.
- Focus on aspects of Modelled, Shared, Guided and Independent reading.
- Enhance current student feedback processes and apply them consistently throughout the school.

2022

•School Leaders and ECDP/Junior Teachers will engage in the SE Region's Abecedarian approach working closely with the Early Years Coach, as part of the Early Years network. Embed Early Years Network with local schools, local childcare services and SE Regional personnel.

2023

 Review LCSS Pedagogical Framework to reflect current school practices based on State and Regional priorities, evidence based practice and the use of internal and systemic data to focus on student success and achievement.

2024

• Ensure that evidence based practices aligned to State and Regional priorities provide the foundation for school wide pedagogical approaches. Ensure that whole school approaches are defined as the Logan City SPEC approach to teaching and learning.

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.

2021

- Collaboratively review and enhance strategies that engage parents as partners in their child's learnina.
- Review and refine the PaCE framework to include processes that evaluate the impact and sustainability of established partnerships
- •Strengthen parent education programs to support student success in Reading.

build on post-school options leading to future pathways for students.
•Strengthen relationships with local

- Childcare & Kindy providers to ensure a Strong Start for LCSS ECDP and Prep students.
- •Continue to promote partnerships with medical, church and community groups on transitions to learning and support

2023

2022

- Continue working with universities re pre-service teacher program with a view to identifying and supporting the long term placement of teachers at LCSS.
- •Expand partnerships with Logan Central Leaders and other key groups

2024

 Review and re-calibrate post school options partnerships to increase viable pathways post school

Endorsement of Strategic Plan 2021 - 2024

		Assistant Regional Director
od Kirkland	Annette McKenna	Kate Bentley