

LAKE CLARENDON STATE SCHOOL

Annual Implementation Plan

2022

Strategic Plan 2022 - 2025



Central to our Strategic Plan is a commitment to continue to provide our students with an innovative, diverse and inclusive education, with a focus on the whole child.

Key Priority Areas

LCSS STUDENTS:

1 Creative
Confident
Active

Embed the LCSS Vision and Values in all students and their learning.

Create dynamic learning environments which support student learning and a sense of belonging.

Encourage students to be active participants in their learning.

Address the learning needs of all LCSS students through evidence based practices that address differentiation and extension.

Empower students to take ownership of their learning with strong voice in their school.

DIFFERENTIATION

LCSS STAFF:

2 Collaborative
Inspiring
Caring

Embed a culture of high expectations and commitment of all staff to student outcomes.

Embed a culture of continuous professional improvement and innovation focussed on the success of every student.

Build expertise and skills through differentiated, evidence-validated professional learning.

Focus on sustaining a high performance team through collaboration and consultation which will continue to drive school improvements and student achievements.

INTENTIONAL COLLABORATION

LCSS VISION
Empowering
All to Achieve

LCSS LEARNING:

3 Challenging
Engaging
Innovative

Promote a learning culture of challenge, growth and deep learning.

Prioritize strong foundation for student learning.

Create an innovative curriculum relevant to LCSS learners.

Utilize high quality, evidence based teaching and learning practices.

Enhance teaching and learning experiences to maximise engagement and impact on student learning.

LCSS INNOVATIVE CURRICULUM

LCSS COMMUNITY:

4 Connected
Compassionate
Inclusive

Continue to foster a strong culture of belonging that is inclusive of all members of our diverse community.

Support students and learning through genuine partnerships with parents/carers.

Connect home and school through meaningful communications.

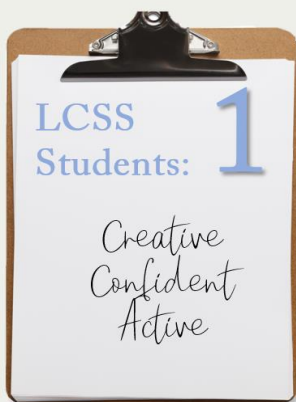
Continue to collaborate with community members to make learning authentic for LCSS students.

CONNECTED COMMUNITY

LCSS VALUES

Celebrate
Learning
Excellence
Attitude
Respect





OUR AIM:

Embed the LCSS Visions and Values as the foundation for decision-making.

Create dynamic learning environments which support student wellbeing and a sense of belonging.

Encourage students to be active participants in their learning.

Address the learning needs of all LCSS students.
Empower students to take ownership of their learning.

Strategy: Implement our whole school student wellbeing framework which is based on evidence and research

Actions	Targets	Timelines	Key Staff Members
Review LCSS Wellbeing Framework Further develop our 3 Key evidence based strategies to support student wellbeing: Behaviour - Choice Theory Attendance – Performance Pact Social/Emotional– Smiling Minds	Implemented a collaborative Inquiry Cycle in each of the 3 areas: Behaviour Attendance Social/Emotional (5% attendance of all LCSS students (including indigenous))	End Semester Two	Jacque Stuart (Student Wellbeing Action Team)

Strategy: Review the current whole school differentiation model, including teaching practices, programs, assessment and staff capability

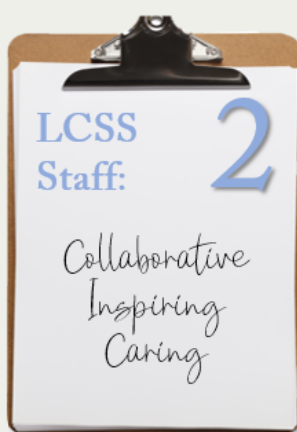
Actions	Targets	Timelines	Key Staff Members
Review LCSS's approach to student case management by using Collaborative Inquiry Cycles to target cohort student needs	100% of year levels participating in Collaborative Inquiry Cycles to identify intervention strategies and monitor impact (particular focus on Tier 3 students) 60% of students achieving A+B's in English, Maths + Science	End of Semester Two	Catriona McAll – (Data Coach + Leadership Team)

Strategy: Support continuity of learning with effective and collaborative transition processes

Actions	Targets	Timelines	Key Staff Members
Review and document all transition processes – including to, from and within LCSS	LCSS Transition Framework	End of Term Three	Tina Harte + Michelle Minehan

Strategy: Monitor and routinely review whole-school inclusive practices to ensure they meet the needs of all LCSS students

Actions	Targets	Timelines	Key Staff Members
Review our LCSS Case Management model for targeting identified students in learning (levels of achievement) and engagement (behaviour and attendance)	Personalised Learning Plans for ALL students “well above” or “well below” learning and engagement benchmarks	End of Semester One End of Semester Two	Jacque Stuart + Janine Hannant + GO



OUR AIM:

Embed a culture of high expectations and commitment of all staff to student outcomes.

Embed a culture of continuous professional improvement and innovation focussed on the success of every student.

Build expert knowledge and skills through differentiated and evidence-validated professional learning.

Embed a focus on sustaining a high performance team through collaboration and consultation which will continue to drive school improvements and student achievements.

Strategy: Utilise intentional collaboration to further develop our expert teams

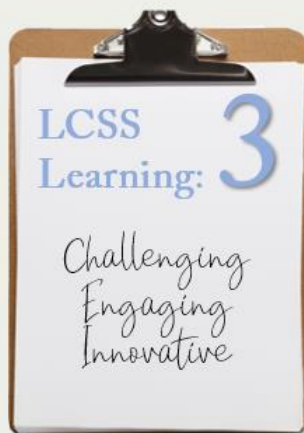
Actions	Targets	Timelines	Key Staff Members
Implement Leaders of Signature Practice model to support teachers to implement 'The Writing Revolution' through co-teaching	100% teachers using Suite of writing strategies developed from The Writing Revolution	SLP data review end of term 1-3	SLPs +Leadership Team +Teaching staff
Develop a Teaching Café model to research and action key strategies in: Spelling Data & Evidence Mathematics Student Wellbeing	As per needs identified through SLP Health Checks/Action Plans	Leadership data and analysis review Term 4	

Strategy: Build a performance and development culture in writing

Actions	Targets	Timelines	Key Staff Members
Increase teacher capacity to teach writing through GVC, signature practices and pedagogy and quality assessment	Implement a collaborative cycle focusing on the areas; Professional practice and learning, Reflection and Goal setting, Feedback and Review.	End of Semester One review End of Semester Two implementation	SLPs + Teaching staff + Sandra Wright

Strategy: Deepen teacher understanding of the General Capabilities within the Australian Curriculum.

Actions	Targets	Timelines	Key Staff Members
Embed the general capabilities as a means of providing effective feedback to students regarding problems of practice.	100% GCs reflected on in planning and moderation	Terms 1-4	All Teaching Staff



OUR AIM:

Promote a learning culture of challenge, growth and deep learning.

Prioritize strong foundation skills in student learning.

Create an innovative curriculum relevant to LCSS learners.

Utilize high impact, evidence based teaching and learning practices.

Shape teaching and learning experiences to maximise engagement and impact on student learning.

Strategy: Maximise students achieving proficiency of the achievement standard and increase the upper two bands across the school in writing

Actions	Targets	Timelines	Key Staff Members
Build teacher capability to teach and assess the higher demand of writing assessment Increase the rigour of tasks with cognitions	Increase U2B English LOA from 43.2% to 60% Increase English %C or higher LOA from 44.7% to 90%	End of Semester Two	Leaders of Signature Practice

STRATEGY: Develop high yield pedagogies which inspire innovative curriculum delivery and assessment, and engage all learners.

Actions	Targets	Timelines	Key Staff Members
Embed High Yield Pedagogies in all learning designs.	100% of Prep – 6 teachers reflect high yield strategies in unit plans	End of Semester Two	Leaders of Signature Practice

STRATEGY: Embed literacy, numeracy and critical & creativity capabilities across the curriculum

Actions	Targets	Timelines	Key Staff Members
Develop a process to track the Australian Curriculum's General Capabilities (GC) and Cross Curriculum (CC) priorities used in Science	100% of Prep-6 units tracking of Australian Curriculum's General Capabilities (GC) and Cross Curriculum (CC)	End of Semester Two	Renee Pennycuick
Enhance teacher knowledge of the cognitive verbs used in marking guides and align with the assessment and teaching and learning sequence	100% of teachers using cognitive verbs in the teaching and learning sequence in English, Maths and Science	End of Semester Two	All teachers

STRATEGY: Monitor and quality assure practices to maximise impact on student learning

Actions	Targets	Timelines	Key Staff Members
Implement a model of moderating student work which includes vertical moderation practices (including Lockyer State High)	100% of teachers moderate with year level below and above.	End of Semester Two	Michelle Minehan + Teachers



OUR AIM:

Continue to foster a strong culture of belonging that is inclusive of all members of our diverse community.

Support students and learning through genuine partnerships with parents/carers.

Connect home and school through meaningful conversations.

Continue to collaborate with community members to make learning authentic for LCSS students.

STRATEGY: Strategically utilise communication platforms to engage LCSS families.

Actions	Targets	Timelines	Key Staff Members
Complete a Communication Audit to establish the most effective ways of communicating with the LCSS community	Communication Audit completed	End of Semester One	Jenna Lench + School Council + P&C Exec

STRATEGY: Support the School Council and P&C to utilise existing networks to promote parent/carer engagement

Actions	Targets	Timelines	Key Staff Members
Utilise P&C Executive and School Council Working Parties to engage the LCSS community, through their existing networks and processes, to support the implementation of the findings from the Communication Audit	Above 50% families engaged in school activities Improve SOS data: <i>This school asks for my input</i> from 73.9% to 95%	End of Semester Two End of Semester Two	Jenna Lench + School Council + P&C Exec Sandra Wright + Jenna Lench + School Council + P&C Exec

STRATEGY: Embed a plan to actively welcome and include new families to LCSS

Actions	Targets	Timelines	Key Staff Members
Develop a strategy to transition families new to LCSS – include in the LCSS Transition Framework	LCSS Transition Framework includes strategies and events for new families	End of Semester One	Sandra Wright (with support from the LCSS School Council + P&C)

STRATEGY: Establish enrolment processes to include steps for GO, Diverse Learning Teacher and Leaders of Signature Practice.

Actions	Targets	Timelines	Key Staff Members
Review current enrolment interview procedure to expedite communication to classroom teachers	Enrolment procedure developed by Leadership Team	End of Term 1	Sandra Wright Kimberley Browning Jacque Stuart Janine Hannant LSPs