



Loganlea State High School

Strategic Plan 2018 - 2021

School Profile

Loganlea State High School is a coeducational school for years 7 to 12, with an enrolment of 661 students. Loganlea SHS is a dynamic, futures-focused learning community, committed to empowering our students to succeed.

Our high expectations are reflected in the School Motto, 'To The Stars', whilst the school's responsiveness and inclusive practices have been captured in our school's vision, 'Making a Difference For Every Student'.

We offer a diverse range of opportunities and educational experiences designed to empower each student to achieve across a range of sporting, cultural, vocational and academic pursuits. We are a Gateway school of Excellence in Agribusiness and deliver Hospitality Courses through our purpose built Trade Training Centre. Our Programs of Excellence include: Agribusiness, Signature Academic Excellence, STEM, Dance, Rugby League and the Loganlea Youth Development Program (Surf Lifesaving).

Our LOTE program in Chinese language and our sister school relationship with Tsz-Shiou Senior High in Taipei give students opportunities to excel in a second language. Our Centre for Excellence in Indigenous Education - Knowledge House, ensures a high level of academic, cultural and pastoral support for our Indigenous students and families. Our Connections Office provides excellent pathways to School-based Apprenticeships and Traineeships and to work and further study.

We are part of a global community and value our learning partnerships within the school community and beyond. Our school has strong community connections and fosters a desire in students to "give back" to their community through a range of programs including a Certificate II in Active Volunteering, Certificate II in Outdoor recreation and Certificate II in Conservation and Land Management. Through our partnership with Kirra Surf Lifesaving Club, students can achieve Certificate II in Public Safety and undertake weekend surf patrols. Through our Certificate II in Active Volunteering, students have various opportunities to volunteer for community organisations including Meals on Wheels, Life Saving Queensland, Land Care, Quota International and Scripture Union.

Taking advantage of our unique and expansive grounds, we are leaders in learning in the Natural Environment. We advocate for nature-based learning across all curriculum areas and involve students in beach and bush environmental awareness camps wherever possible. We base this on extensive research about the benefits of spending time in natural outdoor settings for learning, engagement and well-being as well as improving engagement in regular classroom learning environments. Our quality corporate, industry and community partnerships provide students with extensive support, leadership, extra curricular and post-school opportunities.

STEM, Gifted and Talented programs, Extra-curricular activities, Leadership Development and environmental education programs are available to meet student needs and interests as well as develop their strengths.

In our Student Services Precinct, dedicated student support staff are co-located along with Knowledge House Centre for Excellence in Indigenous education to ensure wrap-around support and quality service delivery to meet every students' cultural, social and emotional learning needs. Our learning Engagement Centre provides extensive support for students with diverse learning needs.

High Expectations is our mantra - high expectations learning, behaviour, uniform, community partnerships and personalised learning pathways for all.

We are a Positive Behaviour for Learning school and our school-wide expectations of 'safe, respectful learners' guide our behaviours and our actions.





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Our six values and "way of doing business" are embodied in "The Loganlea Way"

Vision

Our school's vision is: Making a Difference for Every Student.

We provide all students with access to high quality education.

We focus on quality outcomes for ALL students.

Students from Loganlea State High School will emerge as successful, confident, creative individuals who are equipped to be active, informed and responsible global citizens.

Values

We will achieve our vision because we have a strong foundation of values underpinning all that we do - The Loganlea Way.

Our values are:

Excellence - We are committed to personal excellence and expect each individual to be the best that we can be. We take pride in all we do.

Learning - In everything we do, we are focused on learning, growing and improving. We believe that all people can learn and succeed. We honour our learning time by coming prepared and committing to full 70 minute lessons.

Respect - we act with respect, tolerance and fairness. We respect ourselves, our school and our environment. We solve our problems peacefully.

Responsibility - We act responsibly and safely, demonstrating trustworthiness and integrity. We follow our supervisor's instructions and we are where we are supposed to be at all times.

Belonging - We provide each person with the opportunity and support to succeed as a member of a just and equitable community. We value diversity and a strong sense of belonging. We wear our uniforms proudly and appropriately.

Partnerships - We foster a network of supportive partnerships to build a strong sense of community. Our partnerships bring a richness and authenticity to the school experience and to our learning community.





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Improvement Priorities

Effective Pedagogical Practices

Success indicators	2018	2019	2020	2021
1. 1. Increase percentage of students achieving a C or better to 90% with a stretch target of 100% by 2021				
2. 2. Increase percentage of students achieving in the U2B of NAPLAN Reading, Writing and Numeracy to 10% with a stretch target of 15% by 2021.				
3. 3. Maintain 100% of students attaining the Queensland Certificate of Education upon exiting Year 12.				
4. 4. Increase the satisfaction rate (School Opinion Survey) indicating that students receive a 'good education at this school' to 100%.				
Strategies	2018	2019	2020	2021
Collaboratively design, deliver and review quality school-wide curriculum, assessment and reporting across Years 7-12 aligned to the Australian Curriculum and QCAA Syllabi that embed subject area literacies and numeracies.	✓	✓		
Equip students to be future-focused, socially just, culturally competent, environmentally conscious, 21st Century learners by providing opportunities to create, think critically, connect globally and collaborate.			✓	✓
Identify, cultivate and share a range of teaching and learning engagement strategies, aligned to the school's pedagogical framework and agreed instructional routines which inspire and motivate students to be life-long learners (Collaborative Inquiry Teams).	✓			





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A Culture that Promotes Learning

Success indicators	2018	2019	2020	2021
1. 1. Adopt and embed the Inquiry Approach to collaborative planning and school improvement conversations across all work areas of the school (evidenced by Collaborative Inquiry Team participation.)				
2. 2. Exceed State average (School Opinion Survey) of staff indicating that the Annual Performance Review process and access to Professional Development supports teacher professional capacity, knowledge and engagement.				
3. 3. Increase Positive behaviour for Learning (school-wide evaluation tool and team implementation checklist) to 100% for 'school-wide expectations defined and taught'.				
4. 4. Position the school as a community hub and leader in community engagement (evidenced by community programs/partnerships/courses, community/parent/carer engagement and increased enrolments.)				
Strategies	2018	2019	2020	2021
Create opportunities for all teaching staff to participate in regular, data driven conversations about improving quality of instruction and student outcomes using the Cycle of inquiry model.	✓	✓		
Ensure staff participate in Annual Performance Review process, professional reflection and access Coaching and mentoring opportunities (provided by school leadership team and external coaches as appropriate).	✓			
Re-invigorate Positive Behaviour for Learning Team and Pastoral Care Program to embed our school-wide expectations and values using a consistent approach to support students in their learning and engagement.			✓	
Create opportunities for community partners and parents/carers to support the work of the school as partners in learning and optimise post-school pathways for students.		✓		✓





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Improvement Priorities

Analysis and Discussion of Data

Success indicators					
1.	1.	Continue improvement in school-wide academic achievement rate with target of 90% or more achieving a C or better.			
2.	2.	Positive staff and student morale evidenced by equal to or above State average of staff who "feel well supported" and of staff who feel others are "interested in their wellbeing" and of students who "like being at this school" (School Opinion Survey).			
3.	3.	Case management is evidenced at the school by ICPs and other support plans for students with diverse learning needs developed, uploaded and followed to ensure C or better student results.			
4.	4.	Class Data Profiles developed by all staff for each timetabled class with evidence of differentiated planning, delivery and assessment according to student need.			
5.	5.	Increased overall attendance rate (93%) and increased rate of students attending 85% or more.			
Strategies		2018	2019	2020	2021
Continue to facilitate teacher capability to analyse student data to inform teaching practice and differentiation strategies, and to monitor progress over time.		✓		✓	
Implement a cohesive, consistent but differentiated approach to case management of students: including students from diverse cultural backgrounds, those with differing learning needs and for students in out-of-home-care.			✓		✓
Continue to promote positive and supportive relationships (students and staff) and further refine the approach to staff and student wellbeing.		✓		✓	

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

