










Springwood Central State School

2024 - 2027 SCHOOL STRATEGIC PLAN

School profile At Springwood Central State School, we offer an intimate, friendly and supportive environment where every child is provided the opportunities and support to be successful. Our motto 'Through Effort Success' embodies the emphasis the school places upon participation and effort to ensure that all students learn at high levels. Our school offers eight curriculum key learning areas including specialist programs in HPE, Music, LOTE, Technology and The Arts. Our extra curricula programs offer students opportunities to extend their interests and provides them with skills that will benefit them beyond their primary school years. These programs include a weekly electives program, instrumental music, choirs, cheer leading and sporting opportunities. Staff are committed to meeting the needs of all students through the use of inclusive practices, ensuring all students receive what they need to be successful. The school also offers an Early Childhood Development Program supporting children from birth to pre-prep with suspected or diagnosed disabilities. Springwood Central State School hosts a number of before and after school activities offered through private operators, including tennis, karate, dance, and an out of school hours care program run by PCYC.					Vision and values At Springwood Central State School, we will prepare our students to become knowledgeable, resilient, caring and creative members of the community. We will do this through enabling them to develop confidence, curiosity, compassion and a love of learning. We will know that we are successful when our students are engaged in their learning, can collaborate and cooperate respectfully with others, and show resilience and a growth mindset when challenges arise.					
   Educational achievement  Wellbeing and engagement  Culture and inclusion  										
School review key improvement strategies Domain 1: An explicit improvement agenda Collaboratively develop a strategic plan with all staff to ensure they have ownership for priorities and know their responsibilities and accountabilities in enacting the school's strategic direction. Domain 5: An expert teaching team Create and implement a distributive leadership model to share responsibility and accountability for implementing strategies that address school priorities highlighted in the strategic plan. Domain 8: Effective pedagogical practices Review and evaluate the pedagogical approaches highlighted in the school's framework to determine agreed effective pedagogies and high-yield teaching strategies to be enacted consistently across all classrooms. Domain 6: Systematic curriculum delivery Systematically enact moderation across multiple junctures, including collaboratively moderating student responses to formative assessment, to inform the next steps in teaching and learning for identified cohorts, groups and individuals during a unit. Domain 2: Analysis and discussion of data Further develop case management practices as a means of strengthening teachers' data literacy to track student progression and inform teaching and learning.					School priorities Priority One: Educational Achievement – Teacher expertise in curriculum and pedagogy Priority Two: Wellbeing and Engagement – A data driven focus for next steps in learning Priority Three: Culture and Inclusion – Welcoming, inclusive and safe learning environments					
School priority 1: Educational Achievement – Teacher expertise in curriculum and pedagogy			Strategies To lift LOA A-C by 10% and AB by 5% for English and Mathematics through effective pedagogy, systematic curriculum delivery and an expert teaching team. Actions Review and evaluate the pedagogical approaches highlighted in the school's framework to determine agreed effective pedagogies and high-yield teaching strategies to be enacted consistently across all classrooms.			Measurable/desired outcomes <i>P – 6 A-C English 83%</i> <i>P – 6 AB English 50%</i> <i>P – 6 A-C Maths 90%</i> <i>P – 6 AB Maths 65%</i>				
Phase <i>(D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i>	2024 D	2025 I	2026 E	2027 R						

					Systematically enact moderation across multiple junctures, including collaboratively moderating student responses to formative assessment, to inform the next steps in teaching and learning for identified cohorts, groups and individuals during a unit.	
School priority 2: Wellbeing and Engagement – A data driven focus for next steps in learning					Strategies To ensure a year's growth for a year's worth of learning for every student by building data literacy of teachers to track student progression to inform next steps in teaching and learning.	Measurable/desired outcomes <i>P – 6 A-C English 83%</i>
Phase <i>Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i>	2024 I	2025 E	2026 R	2027	Actions Further develop case management practices as a means of strengthening teachers' data literacy to track student progression and inform teaching and learning.	
School priority 3: Culture and Inclusion – Welcoming, inclusive and safe learning environments					Strategies To lift LOA A-C data for NCCD students by 10% in English through building capacity to deliver high quality differentiated instruction and assessment. To maximise learning through improving attendance and engagement in learning.	Measurable/desired outcomes <i>NCCD A-C English 60%</i> <i>P – 6 Attendance 93%</i>
Phase <i>Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i>	2024 D	2025 I	2026 E	2027 R	Actions Create and implement a distributive leadership model to share responsibility and accountability for implementing strategies that address school priorities highlighted in the strategic plan.	
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						