Springwood Central State School 1869 2025 ANNUAL IMPLEMENTATION PLAN

wellbeing and Culture and Inclusion

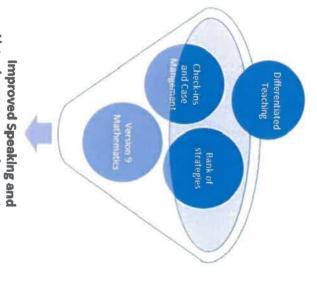
		nts.	mmunity and meets school needs and systemic requireme	This plan was developed in consultation with the school community and meets school needs and systemic requirements.
Engagement of SLP for extra day a week to support communication focus for students requiring Tier 2 & 3 support. Engagement of Ped Coach to support teachers to apply professional learning. Flexible staffing used to provide opportunities for teachers to collaborate and plan. Professional Development budget aligned to Professional Development Plan.	Resources: Engagement of SLP for extra day a week to support communication focus for requiring Tier 2 & 3 support. Engagement of Ped Coach to support teachers to apply professional learning. Flexible staffing used to provide opportunities for teachers to collaborate and professional Development budget aligned to Professional Development Plan.	Responsible officer(s): Principal HOSES HOD/C Pedagogy Coach	Develop a bank of strategies that can be applied across the curriculum to support the Literacy Capability: Speaking and Listening and further refine our unit planning to include these strategies. Provide tailored capability to support reasonable adjustments to curriculum for the range of learners, including monitoring marker students' progress on the Literacy Progressions through Check-ins and Case Management. Introduce Version 9 Mathematics focussing on the communication element within the different mathematical processes to access new learning and demonstrate their knowledge and understanding. Provide relevant, focused and high-quality professional learning in supporting the differentiated teaching of the Speaking and Listening General Capabilities.	Develop a bank of strategies that can be applied across the curriculur support the Literacy Capability: Speaking and Listening and further re our unit planning to include these strategies. Provide tailored capability to support reasonable adjustments to curric for the range of learners, including monitoring marker students' progrestions through Check-ins and Case Management. Introduce Version 9 Mathematics focussing on the communication elewithin the different mathematical processes to access new learning are demonstrate their knowledge and understanding. Provide relevant, focused and high-quality professional learning in supporting the differentiated teaching of the Speaking and Listening G Capabilities.
understanding. Teacher aides suppport the differentiated teaching of speaking and listening strategies. They reinforce and review concepts taught by teachers and monitor progress where required. Students use the strategies and skills they have learned to communicate effectively in both formal and informal situations ("BICS & "CALP). They use language intentionally and effectively to explain, justify, question and comprehend in a range of contexts. They confidently take risks and ask questions to clarify their understanding.	understanding. Teacher aides suppport the differentiated to reinforce and review concepts taught by teat reinforce and review concepts and skills they students use the strategies and skills they and informal situations (*BICS & *CALP). 1 explain, justify, question and comprehend in ask questions to clarify their understanding ask questions to clarify their understanding.		pability of staff to explicitly apply the differentiated	To lift student outcomes by building the capability of staff to explicitly apply the Literacy General Capabilities: Speaking and Listening through differentiated teaching across learning areas.
When teachers have the capability to explicitly apply the General Capabilities: Speaking and Listening: Leaders monitor, and provide feedback on, the consitent implementation of the General Capabilities: Speaking and Listening. They deliver quality professional learning to continue to build the capability of teaching staff. They provide opportunities for teachers to work together to plan for quality differentiated elearning. Teachers have a clear understanding of the teaching of speaking and listening. They consistently embed the General Capabilities: Speaking and Listening throughout the day across all learning areas. They look for opportunities for children to collaborate and practise their communication skills. They support speaking and listening development through the conistent use of common strategies across different areas of the curriculum, and model the strategies to sunnor strategies.	When teachers have the capability to explicitly Leaders monitor, and provide feedback on Capabilities: Speaking and Listening. They build the capability of teaching staff. They plan for quality differentiated learning. Teachers have a clear understanding of th embed the General Capabilities: Speaking areas. They look for opportunities for ching skills. They support speaking and listening strategies across different areas of the cun		thes highlighted in the school's framework to phyleid teaching strategies to be enacted in the property of the process of the	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.
	P - 2 A-B English 47% [3] 3 - 6 A-B English 43% (4)	P – 6 AB English 50% P – 6 AB Maths 65%	s:) model to share responsibility and address school priorities highlighted in the	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.
P - 2:A-C Maths 82% (8) 3 - 6 A-C Maths 85% (6)	P - 2 A:C English 78% (7) 3 - 6 A:C English 82.5% (5)	By end 2027		Teacher expertise in teaching and learning.
	AIP measurable/desired outcomes:	Long term measurable/desired	Monitoring Generating Vision - Aroma Vingoria - Archive Control Term 1 Form 2 Term 3 Term 4	School priority 1: Educational Achievement

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*BICS (Basic interpersonal communication skills) refers to conversational fluency – the ability to talk about objects or experiences in face-to-face and familiar contexts. **CALP (Cognitive academic language proficiency) is the oral and written language needed to succeed in school subjects. School Supervisor



Throughout 2025, we will continue to work on:

Strategies	Actions
Lifting LOA A-C by for English and Mathematics through effective pedagogy, systematic curriculum delivery and an expert teaching team.	 Monitor the consistency of implementation of the <i>Guiding Practices</i> across all classrooms. Strengthen a whole school approach to moderation processes.
Ensuring 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.	 Through Case Management and Check-ins, build teacher capacity and confidence in using multiple data sets to monitor and track student progression, and identify next steps in learning and teaching.
Lifting LOA A-C data for NCCD students in English through building capacity to deliver high quality differentiated instruction and assessment.	 Continue to develop quality assessments that allow students to demonstrate their knowledge in meaningful, authentic, and varied ways that are responsive to student need. Refine PBL Tier 1 processes and monitor the fidelity of implementation.



Listening outcomes for students

