



Springwood Central State School 1869 2025 ANNUAL IMPLEMENTATION PLAN



School priority 1: Educational Achievement		Monitoring				Long term measurable/desired outcomes: By end 2027	AIP measurable/desired outcomes:
		Term 1	Term 2	Term 3	Term 4		
Teacher expertise in teaching and learning. School Review Key Improvement Strategies: 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.						P – 6 A-C English 83% P – 6 A-C Maths 90% P – 6 AB English 50% P – 6 AB Maths 65%	<p>When teachers have the capability to explicitly apply the General Capabilities: Speaking and Listening:</p> <ul style="list-style-type: none"> ✓ Leaders monitor, and provide feedback on, the consistent 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 learning. ✓ 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 consistent use of common strategies across different areas of the curriculum, and model the strategies to support student understanding. ✓ Teacher aides support 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. <p>Resources:</p> <ul style="list-style-type: none"> ➢ Engagement of SL/P 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.
Strategy: 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.							
Actions: <ul style="list-style-type: none"> ❖ 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 focusing 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. 						Responsible officer(s): Principal HOSES HOD/C Pedagogy Coach	
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 	

* 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.

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.	<ul style="list-style-type: none">✓ 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.	<ul style="list-style-type: none">✓ 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 NCCCD students in English through building capacity to deliver high quality differentiated instruction and assessment.	<ul style="list-style-type: none">✓ 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.

