Springwood Central State School 1869
2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Wellbeing and engagement   Culture and inclusion

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School priority 1: *Educational Achievement*

Teacher expertise in curriculum and pedagogy

Strategy/ies:

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.

Monitoring

Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

P – 6 A-C English 83%
P – 6 A-C Maths 90%

P – 6 AB English 50%
P – 6 AB Maths 65%

AIP measurable/desired outcomes:

P – 6 A-C English 80%   P – 6 A-C Maths 84%
P – 6 AB English 48.5%   P – 6 AB Maths 61%
Inter Assessment *Agreement* in 3/5
English/Literacy and Maths/Numeracy

When the Principal Practices are implemented consistently:
- ✓ *Leaders forefront improvement in teaching and learning across the school.*
- ✓ *Teachers and teacher aides know the expectations of their role when implementing agreed practices.*
- ✓ *Students actively participate in quality, differentiated learning in safe and supportive classrooms.*

When moderation is working well:
- ✓ *Leaders support staff through positive discussions in a safe space.*
- ✓ *Teachers confidently make informed decisions about teaching, learning and assessing, through supportive conversations.*
- ✓ *Students are able to identify their learning goals, know how to achieve them, and become leaders of their own learning.*

Actions:

- ✓ **Implement *Principal Practices* consistently across all classrooms**
- ❖ Explore and align the Department's identified effective pedagogies and high-yield teaching strategies, and ensure they are enacted consistently across all classrooms.
- ✓ **Develop and implement a whole school approach to moderation processes**
- ❖ Access resources from the Assessment and Moderation Hub to build a shared assessment literacy.
- ❖ Provide opportunities for moderation at multiple junctures throughout a unit of work.

Responsible officer(s):

Principal

Resources:

- ➢ Flexible Staffing to support multiple opportunities for moderation across the term and year
- ➢ Pedagogical Coach (I4S)
- ➢ Release for Professional Development
- ➢ Flexible staffing to allow for co-planning
- ➢ Budgets for high yield teaching strategies

School priority 2: *Wellbeing and Engagement*

A data driven focus for next steps in learning

Strategy/ies:

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.

Monitoring

Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

P – 6 A-C English 83%

AIP measurable/desired outcomes:

P – 6 A-C English 80%

When data informs next steps in learning:
- ✓ *Leaders facilitate with teachers to ensure a common understanding of goals and next steps.*
- ✓ *Teachers confidently plan next steps in learning supported by all members of the school team. Planning takes place in a manner that provides opportunities for teachers to feel safe when trialling new ideas.*
- ✓ *Students feel successful and engaged because access to the curriculum meets their ability, learning style and interests.*

Actions:

- ✓ **Build teacher capacity and confidence in using multiple data sets to monitor and track student progression and identify next steps in learning and teaching.**
- ❖ Monitor the effectiveness of targeted teaching on student outcomes through Case Management, with a focus on using data and evidence to determine next steps in learning and teaching.
- ❖ Build teacher capability and confidence in monitoring student learning to inform teaching.

Responsible officer(s):

Principal

Deputy Principal

Resources:

- ➢ Flexible staffing to provide opportunities for case management and collaborative planning
- ➢ Professional Development
- ➢ Access to Regional support

Queensland Government

School priority 3: *Culture and Inclusion*	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Welcoming, inclusive and safe learning environments	Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.				NCCD A-C English 60%	NCCD A-C English 54%
	Term 1	Term 2	Term 3	Term 4		P – 6 Attendance 89%

Strategy/ies:

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 improve attendance by 5% through an unrelenting focus on chronic absenteeism.

Long term measurable/desired outcomes:

NCCD A-C English 60%

P – 6 Attendance 93%

AIP measurable/desired outcomes:

When we are using quality assessments:
- ✓ *Leaders work with teachers and teacher aides to enable student access to assessments in a manner that acknowledges the variance of learners across the school.*
- ✓ *Teachers are confident that students are able to demonstrate their knowledge and understanding through assessments that are accessible for all.*
- ✓ *Students are able to demonstrate what they know and understand about the learning.*

When PBL is being implemented with fidelity:
- ✓ *Leaders recognise positive behaviour and support staff in implementing PBL practices.*
- ✓ *Teachers and teacher aides focus on learning, teaching and positive relationships in their classrooms.*
- ✓ *Students are successful learners within supportive classrooms, showing respect for staff and other learners.*

Actions:
- ✓ **Develop quality assessments that allow students to demonstrate their knowledge in meaningful, authentic and varied ways that are responsive to student need.**
- ❖ Build teacher capability and confidence in creating and differentiating quality assessments.
- ❖ Focus on UDL Guidelines to support planning for all students.
- ✓ **Implement PBL with fidelity**
- ❖ Update PBL Staff Handbook to support consistency of implementation.
- ❖ Use an enquiry approach to review PBL Flowchart.

Responsible officer(s):

Deputy Principal

HOSES

Resources:
- ➤ PBIS Subscription
- ➤ PBL Rewards
- ➤ You Can Do It subscription
- ➤ UDL Resources
- ➤ Collaborative Planning opportunities
- ➤ Assistive technologies
- ➤ Teacher Aides to support co-teaching
- ➤ Inclusion Teachers to support co-teaching
- ➤ Professional Development

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 _____