



# Springfield Lakes State School

## 2021 Annual Implementation Plan

### Improvement Priority 1. Reading

#### Targets

Year 3: NMS 98%, U2B 52% Year 5: NMS 95%, U2B 28% Prep - Year 6 A/B: 40%

<b>Strategy:</b>	Collaboratively set relevant annual cohort targets for reading, aligned with regional benchmarks, and embed within the assessment schedule.
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Actions	Timeline	Responsible Officer(s)
Continue to communicate and implement the 'Whole School Assessment Schedule' to specify the number of students 'at' and 'above' the 'C' level.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator
Continue to enhance consistency of judgement (A-E) through consistent assessment alignment, check-in meetings and moderation sessions (before/after/after end).	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator

<b>Strategy:</b>	Build data literacy and a culture of self evaluation and reflection that enables deeper understanding of data through the use of meeting structures and the professional learning plan cycle.
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Actions	Timeline	Responsible Officer(s)
Continue to implement check-in meetings for all year levels in order to analyse formative data.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator
Schedule three week meeting schedule to include conversations around data and how it informs planning, differentiation and practice.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator
Coaching and mentoring opportunities and discussions with a wide range of stakeholders.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator

<b>Strategy:</b>	Monitor student reading data to inform case management processes.
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Actions	Timeline	Responsible Officer(s)
Implement weekly PACT meetings to engage teachers in supporting all students in reading through the identification of differentiation strategies to support or extend.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator
Track cohort and class reading data to analyse trends in reading to inform teaching and learning, support and intervention processes.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator





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### Improvement Priority 1. Reading

#### Targets

Year 3: NMS 98%, U2B 52% Year 5: NMS 95%, U2B 28% Prep - Year 6 A/B: 40%

<b>Strategy:</b>	Enhance the school's professional learning plan to timetable a broad range of learning opportunities to build the capability of staff to cater for a diverse range of learners in reading through the development of IDPs, coaching and mentoring programs and models of feedback.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
IDPs to reflect school's pedagogical framework and the school's focus on high impact teaching strategies.	Ongoing	Principal, Deputy Principal, HOSES	
<b>Strategy:</b>	Ensure the school's collaboratively developed pedagogical framework reflects agreed pedagogical strategies, is considered in curriculum planning processes and is consistently implemented, monitored and reviewed across the school.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Embed and align school priorities to the pedagogical framework.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator	
<b>Strategy:</b>	Ensure teachers are supported to focus on implementing the agreed, school-wide teaching practices in reading relating to the EIA, are provided with sufficient time to embed these as part of their repertoire of practice and that strategies are implemented to monitor consistency of practice.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Maintain focus on EIA with renewed focus on guided reading and higher order thinking strategies.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator	
Implement the high impact teaching strategies.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator	
Enhance pedagogical approaches through visible learning and Hattie research seamlessly integrate the teaching of reading across the curriculum.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator	





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## 2021 Annual Implementation Plan

### Improvement Priority 2. Mathematics

#### Targets

Year 3: NMS 98%, U2B 52% Year 5: NMS 95%, U2B 28% Prep - Year 6 A/B: 50%

<b>Strategy:</b>	Collaboratively set relevant annual cohort targets for mathematics and embed these within the assessment schedule.
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Actions	Timeline	Responsible Officer(s)
Continue to communicate and implement the 'Whole School Assessment Schedule' to specify the number of students 'at' and 'above' the 'C' level.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator
Continue to enhance consistency of judgement (A-E) through consistent assessment alignment, check-in meetings and moderation sessions (before/after/after end).	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator

<b>Strategy:</b>	Build data literacy and a culture of self-evaluation and reflection that enables deeper understanding of mathematics data through the use of meeting structures and the professional learning plan cycle.
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Actions	Timeline	Responsible Officer(s)
Schedule three week meeting schedule to include conversations around data and how it informs planning, differentiation and practice.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator
Embed explicit teaching of maths vocabulary within units across the school.	Ongoing	Year Coordinator
Continue to use warm ups to reinforce students' understanding of number and place value.	Ongoing	Year Coordinator
Explicitly teach problem solving strategies using the See, Plan, Do, Check graphic organiser.	Ongoing	Year Coordinator
Year level teams collaboratively review maths units to ensure formative and summative assessment tasks are aligned to ACARA, teaching and learning, relevant and timely.	Ongoing	Year Coordinator
Provide PD opportunities to develop the ability of all staff to differentiate teaching and learning in mathematics.	Ongoing	Principal, Deputy Principal, HOSES

<b>Strategy:</b>	Monitor student mathematics data to inform case management processes.
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Actions	Timeline	Responsible Officer(s)
Implement weekly PACT meetings to engage teachers in supporting all students in maths through the identification of differentiation strategies to support or extend.	Ongoing	Deputy Principal, HOSES, Year Coordinator
Track cohort and class reading data to analyse trends in maths to inform teaching and learning, support and intervention processes.	Ongoing	Deputy Principal, HOSES, Year Coordinator





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## 2021 Annual Implementation Plan

### Improvement Priority 2. Mathematics

#### Targets

Year 3: NMS 98%, U2B 52% Year 5: NMS 95%, U2B 28% Prep - Year 6 A/B: 50%

<b>Strategy:</b>	Enhance the school's professional learning plan to timetable a broad range of learning opportunities to build the capability of staff to cater for a diverse range of learners in mathematics through the development of IDPs, coaching and mentoring programs and models of feedback.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
IDPs to reflect school's pedagogical framework and the school's focus on high impact teaching strategies.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator	
<b>Strategy:</b>	Ensure the school's collaboratively developed pedagogical framework reflects agreed pedagogical strategies, is considered in curriculum planning processes and is consistently implemented, monitored and reviewed across the school.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Embed and align school priorities to the pedagogical framework.	Ongoing	Principal, Deputy Principal, HOSES	
<b>Strategy:</b>	Ensure teachers are supported to focus on implementing the agreed, school-wide teaching practices in reading relating to the EIA, are provided with sufficient time to embed these as part of their repertoire of practice and that strategies are implemented to monitor consistency of practice.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Maintain focus on EIA with renewed focus on maths and higher order thinking strategies.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator	
Implement the high impact teaching strategies.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator	
Enhance pedagogical approaches through visible learning and Hattie research seamlessly integrate the teaching of maths across the curriculum.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator	





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### Improvement Priority 4. Community Engagement

#### Targets

Increased parental and community involvement in student learning.

**Strategy:** Continue close liaison with both government and non-government agencies to improve learning outcomes for students.

Actions	Timeline	Responsible Officer(s)
Forge links with university, council and relevant bodies to enhance learning and ensure connection with real life learning.	Ongoing	Principal, Deputy Principal, HOSES
Provide opportunities for students to participate in community events e.g. ANZAC	Ongoing	Principal, Deputy Principal, HOSES
Increase the number of parent volunteers in the classroom by offering training opportunities.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator
Build and strengthen parental relationships through active engagement with the community centre and YMCA (OSHC).	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator
Offer pre-prep program, transition programs and parent forums for students enrolled for Prep.	Ongoing	Deputy Principal
Implement STYMIE for students and families in years 5 and 6.	Ongoing	Deputy Principal, HOSES
Support and promote the role of the school chaplain to engage and support families.	Ongoing	Principal, Deputy Principal
Continue the role of community liaison officer.	Ongoing	Principal, Deputy Principal

### Improvement Priority 5. Attendance

#### Targets

Reduce the number of students with attendance below 90%.

**Strategy:** Review, promote and implement the school attendance policy.

Actions	Timeline	Responsible Officer(s)
Continue to refine and implement process as documented in revised school attendance policy.	Ongoing	Principal, Deputy Principal





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## 2021 Annual Implementation Plan

### Improvement Priority 5. Attendance

Targets		
Reduce the number of students with attendance below 90%.		
<b>Strategy:</b>	Highlight the school attendance policy at enrolment and via school communication strategies: social media, school newsletter and school sign.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Regularly communicate school attendance policy through a variety of media.	Ongoing	Principal, Deputy Principal
<b>Strategy:</b>	Continue to plan whole school activities on the last week of school as an incentive for students to attend.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue to implement schedule of events to encourage maximum attendance in the last week of each term e.g. celebration days, pirate day, crazy hair days etc.	Ongoing	Principal, Deputy Principal, HOSES





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### Improvement Priority 6. Closing the Gap

#### Targets

Close the gap in attendance and attainment.

**Strategy:** Use government and non-government agencies to provide assessments for students.

Actions	Timeline	Responsible Officer(s)
Liaise with Kambu, Hymba Yumba and other community agencies to provide intervention services for indigenous students.	Ongoing	Deputy Principal, HOSES

**Strategy:** Track and monitor attendance of indigenous students each term.

Actions	Timeline	Responsible Officer(s)
Continue to monitor and respond to indigenous attendance data.	Ongoing	Principal, Deputy Principal, HOSES

**Strategy:** Promote opportunities for indigenous students to achieve their potential.

Actions	Timeline	Responsible Officer(s)
Promote links with local elders and use indigenous teacher aide to help provide indigenous perspectives in the curriculum.	Ongoing	Principal, Deputy Principal, HOSES

**Strategy:** Track and monitor achievement of indigenous students each term.

Actions	Timeline	Responsible Officer(s)
Track academic achievement of indigenous students in reading and maths using A-E data.	Ongoing	Deputy Principal, HOSES, Year Coordinator

### Improvement Priority 7. SWPBL

#### Targets

Analyse student behaviour data to set whole school targets each term.

Increase the use of trauma informed practices (unconditional positive regard, restorative conversations and reset strategies).

**Strategy:** Continue to review and implement SWPBL across the school.

Actions	Timeline	Responsible Officer(s)
Strategically triangulate data to inform action plans for tier 1, 2 and 3.	Ongoing	Principal, Deputy Principal, HOSES, Year Coordinator





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## 2021 Annual Implementation Plan

### Improvement Priority 8. Pedagogy

Targets		
The dimensions of teaching and learning underpin our pedagogical framework and the focus on our high impact teaching strategies informs curriculum decisions.		
<b>Strategy:</b>	Pedagogical framework reflects the agreed pedagogical strategies and is part of the curriculum planning process.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Ensure pedagogical framework is referred to during collaborative planning sessions, moderation and cohort days.	Ongoing	Deputy Principal, HOSES
<b>Strategy:</b>	Consolidate and refine whole school pedagogy to ensure that high yield key strategies are embedded in teaching practice for all students.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Staff capability developed through implementation of Professional Learning Plan.	Ongoing	Principal, Deputy Principal, HOSES
<b>Strategy:</b>	Build staff capacity using a range of school based strategies.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue to build staff capability through coaching, mentoring and watching others work.	Ongoing	Deputy Principal, HOSES
<b>Strategy:</b>	Develop staff understanding of ACARA.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Professional Learning Plan provides opportunities for teachers to engage with ACARA to meet rollout timelines,	Ongoing	Principal, Deputy Principal, HOSES







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### Improvement Priority 9. Information Technology

#### Targets

Members of the school community use ICTs effectively and efficiently.

**Strategy:** Specific accounting processes to update ICT.

Actions	Timeline	Responsible Officer(s)
Equipment replacement schedule maintained.	Ongoing	Principal, Deputy Principal
Implement scope and sequence for digital technologies through ACARA.	Ongoing	Principal, Deputy Principal
Integration of technology across curriculum areas where appropriate.	Ongoing	Principal, Deputy Principal
Develop staff capability as part of PLP.	Ongoing	Deputy Principal, HOSES

#### 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

