


Springfield Lakes State School – Annual Implementation Plan, 2024

Scan and assess	Prioritise	Develop & Plan	Act		Review	
Focus	Improvement priority	Inputs	Activities	Activities	Short-term outcomes	Long-term outcomes
<div><p>To achieve our vision of equity & excellence, we will focus on:</p><ul style="list-style-type: none">educational achievementwellbeing and engagementculture and inclusion.</div> <div><p>English Achievement (A-B): >70%</p><p>Student English Ach. (A-C): >94%</p><p>Attendance: >92%</p></div> <div><p>Informing evidence</p><p>Student achievement data</p><ul style="list-style-type: none">A-E dataNAPLAN dataEarly Start data (Prep)PLD data<p>Non-academic data</p><ul style="list-style-type: none">Attendance ratesSDA dataSOS dataAEDC Data<p>Workforce data</p><ul style="list-style-type: none">PAWS survey & SOS data<p>School Strategic Documents</p><ul style="list-style-type: none">2022 School Review Report2022-2026 Strategic PlanP-12 FrameworkSLSS Assessment and Reporting Schedule</div> <div><p>Identified problems of practice</p></div> <div><p>Review Recommendations.....</p><p>2.2 Key improvement strategies</p><p>Enact the sharp agenda of school improvement through distributive and instructional leadership structures to facilitate shared understanding and shared accountability, supported by explicit targets for improvement, that lead to consistency of practice and expectation.</p><p>Collaboratively determine and communicate the school's agreed pedagogical approaches and support all staff members to develop understanding and consistency.</p><p>Enhance the school's approach to the systematic collection, analysis and discussion of whole-school, cohort and classroom data to further promote a culture of high expectations for student achievement across the school, aligned to the EIA.</p><p>Build the capability of teachers to develop an increased repertoire of evidence-based pedagogical practices that support differentiated learning for the range of diverse learners, including high achieving students.</p></div>	<div><p>Prioritised problem of practice</p><p>In response to Key Improvement Strategies, establish a data informed, agreed approach to curriculum and pedagogy that is supported by capability development, consistency in school leadership & collaborative inquiry.</p></div> <div><p>Responsible Officers</p><p>Darren Marsh (Principal), Brooke Andrews, Joanne McCormack, Gwendolyn Irvine (Deputy Principals), Haylee Macbenn (HOD-C), Nicola Schumacher (HOI), Maxine Rundle (Business Manager)</p></div> <div><p>Initiative/s and evidence base</p><ul style="list-style-type: none">School generated dataNational School Improvement ToolSchool Review Report, March 2022"Visible Learning" by Sharrett & Hattie"UDL" by Novak and "Co-Teaching" by Kluth"Better Learning" by Fisher & FreyInstructional Leadership Coaching</div>	<div><p>School:</p><ul style="list-style-type: none">HOD-CLeadership Capability - APDPsCLTs - release to facilitate collaborative curriculum planning, moderation & data analysisCollaborative Learning CommunityMentoring Teacher / Capability FrameworkStudent Engagement Leader</div> <div><p>Regional:</p><ul style="list-style-type: none">Metro SOECKSSS Facilitated School VisitsSpringfield Cluster of Schools</div>	<div><ol style="list-style-type: none">Map Version 9 English, Maths and HASS Curriculum on Year Level Plans & cross check with current units of work.Purchase resources & supporting professional development to support the implementation of systematic synthetic phonics across P-6 using PLD and DOE resources.Utilise school generated data to inform each phase of the moderation cycle (before, after, end).Engage regional support networks to support school initiatives to build staff capability in utilising Age-Appropriate Pedagogies (AAP).Implement agreed SLSS signature pedagogies (GRR and Visible Learning) within every class, providing staff capability development opportunities as required.Review the systematic observation & feedback processes to support teacher capability & quality assure the implementation of agreed signature pedagogical practices.Implement the monitoring circle process that forms part of the moderation cycle.Continue to develop staff capability in regards to the effective & engaging use of ICT resources.Review the Student Code of Conduct to reflect school wide PBL process procedures across all tiers.Implementation of BYOD for Year 3 students, including the capability development of teachers.Review PACT processes to promotes a pipeline for referrals to WOW meetings.</div>	<div><ol style="list-style-type: none">Establish a responsive Wellbeing Committee to enact & embed priorities of student & staff wellbeing frameworks.Establish 1st Nations, NCCD and OOHG Data Wall to aid in tracking student achievement & other key data sets.Build staff capability with First Nations perspectives through PD activities such as Hidden Histories, Crossing Cultures, Black Card training and Cross-Curricula priorities.High achieving first nations students engaged & extended via Solid Pathways programEngage SAFS Officer to assist in the development of strategies to support first Nations and other cultural groups.Implement and expand Co-Teaching across each year level as a model of best inclusive practice via coaching & mentoring processes.Personalised Learning Plans – Supporting the creation of, & uploading processes for PLPs.Deepen teacher capability to identify student needs, developing needs-based learning programs/strategies/adjustments of diverse learners.</div>	<div><p>Educational Achievement Curriculum</p><ul style="list-style-type: none">Plan for V9 English, Mathematics and HASS implementation developed and communicated to staff.Increased awareness of the literacy demands (with a focus on READING) of summative tasks through the phases of moderation.Using data from the monitoring circles (moderation) to identify what students need to learn and what teachers need to teach.PLD training for teachers and teacher aides.<p>Pedagogy</p><ul style="list-style-type: none">Pedagogical approaches (visible learning, GRR) considered and documented in English units of work.Using the revised model of collegial engagement to provide feedback to staff termly around their teaching practice.Further develop co-teaching in ICT to enhance teacher ICT capability (especially in Year 3 and Year 4).Early Years teachers identify areas of AAP to investigate & practice.Consistency in the implementation of PLD.<p>Wellbeing & Engagement Wellbeing</p><ul style="list-style-type: none">Develop priorities of Wellbeing and include in the Wellbeing action plan as identified through student and staff data.Share draft staff and student Wellbeing action plan with staff, students and the community.Enact agreed priorities for semester one from staff and student surveys.<p>Engagement</p><ul style="list-style-type: none">Review PBL tier one & tier 2 action plansReview case management, Pre-Assessment & Consultation Team (PACT).Review and update the Student Code of Conduct.Embed STYMIE (Year 5/6) processes in weekly PBL lessons.Review the implementation of Berry Street practices across the school.<p>Culture & Inclusion Culture</p><ul style="list-style-type: none">Develop a plan (SAFS) in consultation with first nations and cultural group staff to develop culturally appropriate ways of working & to strengthen relationships between students, families, community & school.Enhance the visibility of First Nations and other cultures at SLSS (flags, murals, resources).<p>Inclusion</p><ul style="list-style-type: none">Implementation of co-teaching models across every year level aligned to planned units of work.Walkthroughs, watching others work to develop collective efficacy to work within a co-teaching framework.Use knowledge of PLP's (why & how) to develop PLP goals & evidence/progress notes for identified students (including within curriculum planning processes).</div>	<div><p>Educational Achievement Curriculum</p><ul style="list-style-type: none">Completion of reading modules for all staff (P-6).Implementation of PLD (P-6).Alignment between curriculum and pedagogy documented in unit planning.Using data from the moderation cycle (including monitoring circles) to make decisions around school improvement and individual student achievement.Embedding Cross Curriculum Priority – Aboriginal & Torres Strait Islander Histories & Cultures.<p>Pedagogy</p><ul style="list-style-type: none">PLD data used to inform teaching and learning.AAPs are evident across all Prep classrooms.Best practice for feedback and learning goals established & communicated.'Whole School Approach to Pedagogy' reviewed as necessaryObservation & feedback focus communicated to teaching staff termly.Staff capability developed for those participating in BYOD program 2024 and 2025.Implementation of signature pedagogical approach, practices and teaching strategies monitored.</div> <div><p>Wellbeing & Engagement Wellbeing</p><ul style="list-style-type: none">Published and implementation of staff & student wellbeing frameworks.<p>Engagement</p><ul style="list-style-type: none">Consistency of teacher practice in delivering PBL processes with fidelity.Improved attendance, engagement & student outcomes for first nations students.Whole school approach to student wellbeing evident in classrooms.Review and implementation of the 2024 Student Code of Conduct.<p>Culture & Inclusion Culture</p><ul style="list-style-type: none">Increased awareness for all staff of First Nations individual student achievement data.Improved the confidence of staff embedding cultural perspectives in learning.<p>Inclusion</p><ul style="list-style-type: none">Deepen staff knowledge around co-teaching through professional development and opportunities to watch each other work.Build teacher capability to identify a range of diverse learners, including high-achieving students.Deepen staff knowledge on developing PLP goals.</div>
Baseline			Input measures		Interim Indicators	Outcome Measures
<p><u>Baseline – Sem 2 2023</u></p> <p><u>English A/B:</u></p> <p>P=47%, 1=59%, 2=55%, 3=56%, 4=59%, 5=63%, 6=63%</p> <p><u>English A-C:</u></p> <p>P=77%, 1=92%, 2=94%, 3=96%, 4=90%, 5=96%, 6=94%</p> <p><u>Attendance:</u></p> <p>P-6=88%. <85%=35%</p>			<ul style="list-style-type: none">Moderation of student performance in English using monitoring circles aligned with the Australian Curriculum.PLD screener data (each Term)Daily Attendance.		<p><u>6 Month end of Semester 1 measure</u></p> <p><u>English A/B:</u></p> <p>P=45%, 1=50%, 2=60%, 3=55%, 4=55%, 5=60%, 6=65%</p> <p><u>English A-C:</u></p> <p>P=75%, 1=80%, 2=90%, 3=92%, 4=95%, 5=90%, 6=95%</p> <p><u>Attendance:</u></p> <p>P-6=90%, <85%=30%</p>	<p><u>Targets, Sem 2, 2024</u></p> <p><u>English A/B:</u></p> <p>P=50%, 1=55%, 2=65%, 3=60%, 4=60%, 5=62%, 6=67%</p> <p><u>English A-C:</u></p> <p>P=80%, 1=82%, 2=95%, 3=96%, 4=98%, 5=94%, 6=98%</p> <p><u>Attendance:</u></p> <p>P-6=92%. <85%=45%</p>
Endorsed by:						
Darren Marsh Principal			Emma Pye P&C President			