



Springwood State High School Annual Implementation Plan 2017

School Improvement Priorities 2017

Improvement priority 1 - Improving student engagement

Strategy - Success Coach			
Actions	Targets	Timelines	Responsible Officer/s
Success Coach to work with identified students to improve attendance, engagement and pathways intervention	Whole school 90% student attendance Parent feedback Individual student attendance improvement	In place and continuing in 2017	Success Coach
Success Coach to develop regular communication with families to support students at school			
Success Coach to work with teachers using the ASOT framework to develop and implement classroom engagement strategies and identify programs to support student engagement			
As an Independent Public School with a School Council established we will focus on linking work, education and engaging opportunities through community support	Build the School Council including co-opting a community member	2017	Principal
Strategy – Positive Behaviour for Learning			
Actions	Targets	Timelines	Responsible Officer/s
Implement Positive Behaviour for Learning including teacher support (Whole school approach with specific focus on new staff and staff identified as needing support via data, staff PD) and development of an Intervention Map	Reduced referrals through OneSchool	Continue PBL implementation Term 1 2017	PBL Committee PBL Deputy Principal Behaviour Teacher
Continue with VIVO as a classroom based rewards system in line with the PBL model		Continue	PBL committee Classroom teachers
Consult with staff and community regarding our PBL strategies and develop a student behaviour monitoring process		Continue	PBL committee
Strategy – Attendance			
Actions	Targets	Timelines	Responsible Officer/s
Year co-ordinators to work with students in the 80% - 89% range	Whole school 90% student attendance	In place and ongoing	Year coordinators
Attendance officer appointed mid-way through Term 4 2015 and continuing. Focus on students with an attendance % of 70% - 79%. Administration and Guidance Officer to support students below 69%	Less than 20% of students with attendance less than 85%	In place and ongoing	Attendance Officer Administration
Senior Schooling – student attendance monitoring, mentoring program, academic reviews	100% QCE or QCIA 90% attendance 80% - OP1 - 15	In place and ongoing	Senior Schooling Team

Improvement priority 2 – Upper Two Bands data in reading and numeracy

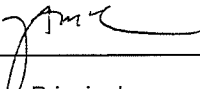
Strategy - Reading			
Actions	Targets	Timelines	Responsible Officer/s
Implement Upper Two Bands reading strategy using text complexity, text directed questioning, reciprocal reading and QAR	U2B Year 9 -15% Year 7-18%	Year 7 and 9 Semester One Year 7 and 8 Semester Two	Master Teacher Classroom teachers HOD English
Identify students who are already or could achieve U2B through NAPLAN, A-E and PAT-R data		Begin Week 2 Term One	Master Teacher Principal Learning Support Teacher HOD English
Strategy – Numeracy			
Actions	Targets	Timelines	Responsible Officer/s
Implement our school Numeracy Improvement Program using high probability strategies such as focussed Numeracy, ICTs, links with literacy strategies in Problem Solving across the Strands of Numeracy and Mathematics	Year 9-15%	In place and continuing in 2017	HOD Maths and classroom teachers
Implement Mathletics and small group work with additional Teacher Aide classroom support including extending students to reach Upper Two Bands.		In place and continuing in 2017	HOD Maths and classroom teachers
Strategy – Teaching and Learning			
Actions	Targets	Timelines	Responsible Officer/s
Deeper implementation of ASOT Design Questions 1,2 and 6 with a focus on Learning Goals, proficiency scales establishing classroom routines, helping students effectively interact with new knowledge – fully embedded	100% teachers using these strategies – ASOT observation and feedback framework	ongoing	Deputy Principal Principal
Observation and Feedback processes supporting ASOT implementation and teaching of reading program		ongoing	Senior Leadership Team
Introduce Guaranteed and Viable Curriculum to focus on curriculum priorities		2017	Senior Leadership Team

Improvement priority 3 – Improving overall reading data

Strategy – Whole School			
Actions	Targets	Timelines	Responsible Officer/s
Implement Whole School Reading Program focussing around Tactical Teaching of Reading, Marzano's Six-Steps to Effective Vocabulary Instruction and Three Tier Vocabulary for all teachers, supported by high probability strategies including Reciprocal Reading and QAR	Year 7 – 9 English A-C data – 85% A data 10%	Year 7 and 9 Semester One Year 7 and 8 Semester two	Principal Master Teacher HOD English
Introduce additional literacy (and numeracy lessons) in Year 7- 9, grouping students and developing programs using a range of resources such as SRA in reading	NMS – Year 9 -88.7% - 90% Year 7 – 90.8%-92%	Mid Term One	HOD English and Maths
Strategy – Intervention and Support			
Actions	Targets	Timelines	Responsible Officer/s
Continuation of Corrective Reading, supporting reading fluency and accuracy with identified students in below National Minimum Standard range	C 1 to move out of the program B2 to improve to C1	Ongoing	Master Teacher Corrective Reading Teachers
Actions	Targets	Timelines	Responsible Officer/s
Implement Professional Learning Teams (Communities) with a focus on reading (and numeracy)– identifying proficiency scales and learning goals	Individual student improvement monitored through PLT	2017	Senior Leadership Team Classroom Teachers
Actions	Targets	Timelines	Responsible Officer/s
Implement a professional development after school schedule supporting Art and Science of Teaching and Reading priorities	In-house professional development available	2017 with a review mid-year	Principal Deputy Principal Master Teacher

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.


Principal


School Council

Assistant Regional Director