

Springwood State High School Annual Implementation Plan 2016

School Improvement Priorities 2016

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 and engagement	Whole school 90% student attendance Parent feedback Individual student attendance improvement	In place and continuing in 2016	Success Coach ASOT Deputy Principal
Success Coach to form strong relationships 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 establish a School Council with a focus on linking work, education and engaging opportunities through community support	Establish a School Council with co-opted community members	Semester Two 2016	Success Coach ASOT Deputy Principal Principal
Strategy – Positive Behaviour for Learning			
Actions	Targets	Timelines	Responsible Officer/s
Implement Positive Behaviour for Learning including behaviour matrix, consistent classroom/grounds behaviour strategies and consequences	Reduced referrals through OneSchool	Beginning PBL implementation Term 1 2016 and continuing	PBL Committee PBL Deputy Principal Behaviour Teacher
Develop a classroom based rewards system in line with the PBL model		Semester One	PBL committee
Consult with staff and community regarding our PBL strategies		Throughout 2016	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 operational all of 2016	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 operational all of 2016	Attendance Officer Administration

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

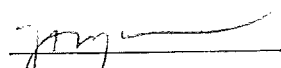
Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Implement Upper Two Bands reading strategy using text complexity, reciprocal reading and QAR	U2B Year 9 -15% Year 7-28%	Year 7 and 9 Semester One Year 7 and 8 Semester Two	Master Teacher Classroom teachers
Identify students who are already or could achieve U2B through NAPLAN, A-E and PAT-R data – Implement reading strategies including text complexity, reciprocal reading and QAR		Begin Week 2 Term One	Master Teacher Principal Learning Support Teacher
Strategy			
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 2016	HoD Maths and classroom teachers
Implement Mathematics and small group work with additional Teacher Aide classroom support including extending students to reach Upper Two Bands.		In place and continuing in 2016	HoD Maths and classroom teachers
Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Implement ASOT Design Questions 1,2 and 6 with a focus on Learning Goals, establishing classroom routines, helping students effectively interact with new knowledge	100% teachers using these strategies – ASOT observation and feedback framework	2016	ASOT Deputy Principal Principal
Observation and Feedback processes supporting ASOT implementation		ongoing	Senior Leadership Team
Additional Deputy Principal supporting the implementation of ASOT and reading strategies		2016	ASOT Deputy Principal
Implement Professional Learning Communities with a focus on reading and numeracy (U2B and whole school improvement) – see below		100% teacher participation	Every three weeks


Improvement priority 3 – Improving overall reading data

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Implement Whole School Reading Program using high probability strategies including Reciprocal Reading, QAR and Vocabulary instruction	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
Built in additional literacy (and numeracy lessons) in Year 7- 9, grouping students and developing programs using a range of resources such as SRA in reading	All data to correlate NMS – Year 9 -84.6% - 88%	Mid Term One	HoDs English as Maths
Introduction of Tactical Teaching of Reading – Three strategies of Vocabulary Snowballs, Reading Map and Facts and Falsehoods	Year 7 – 98%	Semester One	All teachers
Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Continuation of Corrective Reading, supporting reading fluency and accuracy with identified students in BNMS range	C 1 to move out of the program B2 to improve to C1	By end of year	Corrective Reading Teacher
Distance Education – READiscover program with a focus on students just above NMS to improve reading	Individual improvement in reading	Term One	Deputy Principal
Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Collaborative Inquiry/ English PLT – select 2-3 students in year 7-9 to support reading improvement and track student performance	Individual student improvement	2016	HoD English Master Teacher Classroom Teachers

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