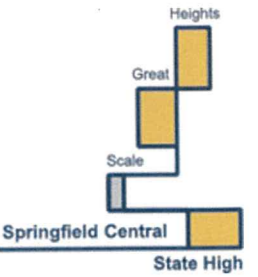# 2025 ANNUAL IMPLEMENTATION PLAN

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 _____

Springfield Central State High School

SCHOOL KEY IMPROVEMENT STRATEGIES 2025 - 2028	AIP PRIORITIES	ACTIONS	SUCCESS CRITERIA — ADD A DESCRIPTION OF THE SUCCESS CRITERIA THAT WOULD INDICATE IMPLEMENTATION SUCCESS AT THE END OF TERM 4, EXPRESSED IN BEHAVIOURAL TERMS.			MEASURABLE OUTCOMES	MONITORING — GREEN – ON TRACK, YELLOW – UNDERWAY, MAGENTA – YET TO COMMENCE. SHADE CELL AT THE END OF EACH TERM AFTER REFLECTION.			
			LEADERS CAN/WILL	STAFF CAN/WILL	STUDENTS CAN/WILL		T1	T2	T3	T4
Establish **specific learning and wellbeing targets** aligned to AIP priorities for identified groups to systematically measure the impact of AIP actions.	Believe	**Celebrate learning, improvement, and achievement.** • Springers event calendar through one point of truth published to school & community. • Audit of types of events, rewards, faculty to ensure representation & engagement across the school community. • More regular awards for students – Prize lotteries for success (behaviour/achievement).	Leaders will put events into event calendar.	Staff will allocate springer points for student success.	Students will celebrate their successes.	**Believe** • Year 7-10 students LOA - A-C >90% First Nations >80%. • Year 7-10 students LOA - A or B >60% First Nations >45%. • Year 11-12 students LOA - A-C >90% First Nations >85%. • Year 11-12 students LOA - A or B >65% First Nations >50%. • 90% Attendance Target – All students (<85% Target 28%). • 100% of staff understanding how to access class/individual student notes and adding supports (PULSE). **SOS - Parent** • 90% - This school celebrates student achievements. **SOS - Student** • 80% - My school celebrates student achievements.				
Broaden opportunities for **leaders' purposeful engagement in classrooms to support line of sight to teaching practices** aligned to improvement priorities.		**Utilise data to implement improvement strategies to support each Springer & respond to their needs through a differentiated approach.** • Use of Track Ed rolled out across staff. All SLT proficient in the use of TrackEd. • Upskill SHOY & SHOD data analysis & action implementation. • Focus areas Year 7 & 10 Semester 1 Pedagogy & Assessment. • *Analysis on what is currently affecting lower attendance (focus on chronic and <85% attendance).* • Continue to implement and build initiatives in week 10 to retain attendance.	Leaders will engage faculties with TrackEd to support teaching practices & student engagement.	Staff will understand the purpose of TrackEd data & use it to inform their practice.	Students will be familiar with their progress & how to improve.					
		Employ evidence based & reflective practices in all aspects of our work. • Continued focus on Common Agreements. • Springer Learning Approach – *develop a shared understanding.*	Leaders will use a common language.	Staff will use a common language.	Students will hear a common language.					
Systematically enact **formal opportunities for all teachers to engage in observations, feedback & reflection on teaching** to support continuous improvement of practice.		**Empower a community of learners who commit to a culture of collaboration and innovation.** • A collegial engagement that supports the systematic building of an expert teaching team underpinned by the Springer Learning Approach is developed and supported through the LCC. • SLT paired walkthroughs once per term. • Classroom profiling & Learning Enrichment Teachers (LET) conducting student observations. • Audit of digital platforms, support and streamline approach.	Leaders will engage in purposeful walkthroughs.	Staff will commit to a culture of collaboration & collegial engagement.	Students will be engaged in quality learning opportunities.					
		Be responsible for our own learning journey and show resilience. • Development of the Aspiring Leadership Program that increase the capacity of staff and students to lead. • Staff begin in Term 2 & Students begin Term 3.	Leaders will mentor & coach aspirant staff.	Staff will be responsible for their leadership journey.	Students will embrace opportunities for growth.					
Refine **curriculum quality assurance processes** to ensure consistency and **alignment between AC planning, teaching and assessment** within and across learning areas.	Belong	**Provide a safe and supportive environment for our Springer community.** • Cater MAGNA applications, primary visits and STEAM programs to year 5's to start the enrolment process early. • *Finalise & introduce whole school case management policy/processes.*	Leaders will refer to & use whole school case management with faculties.	Staff will use the Inclusion tab & case management list to inform their practice.	Students will know how to access support.	**Belong** • Offer 5x enrolment to year 5's for early acceptance. • 100% staff completion of Berry Street Training. • 80% of in-catchment students enrolled. • 10% growth in P&C membership. **SOS - Parent** • 88% - This school fosters respectful relationships among all students. • 85% - This school treats students equally, regardless of gender. • 88% - This school has a strong sense of community. **SOS - Student** • 85% - My school encourages students to respect one another. • 70% - I feel accepted by other students at my school. • 60% - My school treats students equally, regardless of gender. **SOS - Staff** • 98% - This school fosters respectful relationships among all students. • 98% This school promotes gender equality. • 98% - This school has an inclusive culture where diversity is valued and respected.				
		Build respectful relationships between Students, Staff and Families. • Develop proposal for Restorative Practices at SCSHS - by Sem 1. Implement Restorative Practices (SLT) - in Sem 2. • Revision of whole of school behaviour processes to align with Springer Learning Approach.	Leaders will promote a shared understanding of the Springer Learning Approach.	Staff will have a shared understanding of the Springer Learning Approach.	Students will be introduced to the Springer Learning Approach.					
		Encourage a community voice that is focused on finding solutions together. • Review whole of school communication policy with focus on support of voice.	Leaders will enact the communication policy.	Staff will understand and enact the communication policy.	Students can provide feedback & student voice.					
Systematically enact **moderation cycles** at all junctures, with a focus on the planning stage, to strengthen teacher knowledge and understanding of the AC.		**Enhance learning and engagement and recognise and celebrate the diversity of our community by providing all Springers opportunities to belong.** • *Invest in extra-curricular and diversity activities that promote student engagement & school spirit.*	Leaders will promote school spirit.	Staff will promote school spirit.	Students will promote school spirit.					
	Become	**Be a centre for innovation and collaboration.** • *Research, Investigation, and development of AI policy, including initial training in using AI & embracing AI.* • Partnerships that promote future opportunities – Audit current partnerships, create a matrix for partnerships and links to school and students.	Leaders will support Teachers utilising AI.	Staff can use AI as a tool in the classroom.	Students can use AI in the classroom and adhere to policy.	**Become** • 85% of students and staff understand all aspects of the Springer Learning Approach (PULSE) • NILFET target <5.5%				
Establish opportunities for teachers to engage in collaborative conversations about **evidence-informed pedagogical practices to develop a shared understanding & language about pedagogy.**		**Empower and prepare Springers to be future-ready.** • Review of Springfield Central's approach to Career education (LYF, Highway days) to form an aligned approach across the school. • Consolidate academic tracking from year 7 to 12 with a single approach as part of case management. • Continue review of 3 pathways approach incorporating into SET planning.	Leaders will review & lead an aligned approach to pathway education.	Staff will engage with whole of school pathway education.	Student will understand pathway options in preparation for their future.					
		Embrace global opportunities through developing partnerships and pathways. • Renew KLA participation in Global learning project. • Increased participation in Gateway programs. • Increase ISP student population >30. + Minimum 1 study tour per term.	Leaders will embrace partnerships & pathways.	Staff will advocate appropriate pathways in their teaching.	Students can embrace partnerships & pathways.					
		Nurture well-rounded, responsible citizens with a lasting legacy of our 4 core values. • Roll out of Springer Learner Approach. Whole of school focus through staff meetings, parades and communications. Consistent language and actions across the school.	Leaders will be consistent across the school.	Staff will enact Springer Learning Approach every class, every day.	Students will demonstrate the 4Rs in & out of the classroom.					