

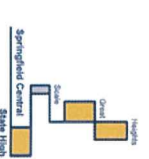
2026 ANNUAL IMPLEMENTATION PLAN

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

Principal *Stephanie...* P&C/School Council *...*

School Supervisor *...*

...



SCHOOL REVIEW KEY IMPROVEMENT STRATEGIES

AIP PRIORITIES

ACTIONS

MEASURABLE TARGETS

SPECIFIC LEARNING AND WELLBEING TARGETS TO SYSTEMATICALLY MEASURE THE IMPACT OF AIP ACTIONS:

SUCCESS CRITERIA

PRACTICES WE ANTICIPATE TO SEE IN PLACE WHEN THIS IS WORKING WELL AT THE END OF TERM 4 EXPRESSED IN BEHAVIOURAL TERMS.

PROGRESS

GREEN – DATA ACHIEVED, YELLOW – DATA IMPROVED, MAGENTA – DATA DECLINED, SHADE CELLS AT THE END OF EACH TERM AFTER REFLECTION.

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.



Broaden opportunities for **leaders' purposeful engagement in classrooms to support line of sight to teaching practices** aligned to improvement priorities.



Systematically enact **formal opportunities for all teachers to engage in observations, feedback & reflection on teaching to support continuous improvement of practice.**



Refine **curriculum quality assurance processes** to ensure consistency and alignment between **AC planning, teaching and assessment** within and across learning areas.



Systematically enact **moderation cycles** at all junctures, with a focus on the planning stage, to strengthen teacher knowledge and understanding of the AC.



Establish opportunities for teachers to engage in **collaborative conversations about evidence-informed pedagogical practices to develop a shared understanding & language about pedagogy.**

SPRINGER LEARNING APPROACH SUITE OF LEARNING (SOL)

SPRINGER LEARNING APPROACH THE LEARNER

<p>Building knowledge and understanding of the three principles (The Learner, The Learning & The Curriculum) of a whole school pedagogical approach, locally known as The Springer Learning Approach, to enable teachers to select and employ effective pedagogies to improve student outcomes.</p> <p>School Leaders implement faculty led "Know Your Learner" sessions at the start of each term to strengthen staff capability in using student data to develop tracked classroom or class action plan. Including adjusting teaching practices to meet student needs with attention to movement from c to c/b levels of achievement (LOA).</p>	<p>PULSE – 90% agree or strongly agree - I am familiar with the three principles underpinning the Springer Learning Approach.</p> <p>PULSE – 90% strongly agree or agree - I select and employ effective pedagogies aligned to the Springer Learning Approach to improve student outcomes.</p> <p>Year 7 to Year 12 A or B 60% (55% First Nations)</p>	<p>Leaders can/will</p> <ul style="list-style-type: none"> Drive A/B improvement in their faculty, across the school. Reinforce & build capability with Tier 1 in-class strategies with staff. HODs/SHODs lead accessible assessment. Celebrate success with staff and school community. 	
<p>School leaders and teachers participate in faculty collaborative planning and moderation to support the systematic delivery of the intended curriculum with a focus on the planning stage, to strengthen teacher knowledge and understanding of the AC.</p> <p>Align our Junior CARE, Parade and Leading Your Future (LYF) lessons to embed general capabilities, universal Positive Behaviour for Learning (PbL) strategies and our four core values: Respect, Responsibility, Resilience and Relationships.</p> <p>Establish whole of school coordinated case management model across year level teams.</p> <ul style="list-style-type: none"> Term 1 Scan and assess & school visits (Upper A & Inclusive Practices Teams) Term 2 prioritise and plan Term 3 & 4 enact coordinated approach 	<p>Three level planning available via SharePoint – WS Curriculum 2026 Faculty Collaborative planning rotation.</p> <p>PULSE – 80% agree or strongly agree – CARE, Parade & Leading Your Future (LYF) fosters respectful relationships among all students.</p> <p>SOS Students – My school encourages students to respect one another 90.2%</p> <p>Attendance 90%</p> <p>Below 85% Attendance - no greater than 20%</p>	<p>Staff can/will</p> <ul style="list-style-type: none"> Select and employ effective pedagogies to improve student outcomes. Identify a target student for improvement from C to A/B. Value CARE, Parade & LYF. Enact Tier 1 in-class strategies & processes aligned to whole school positive behaviour expectations. Celebrate success with students & parents. 	
<p>Strengthen the shared understanding of Tier 1 in-class strategies and processes to ensure alignment with whole-school positive behaviour expectations. The Student Services Team 'Upper A' will implement termly, year-level celebrations that recognise student achievement and positive behaviour, including the use of Springer Points.</p> <p>Implement the Inclusion Action Plan:</p> <ul style="list-style-type: none"> HODs/SHODs Accessible assessment initiative to support all students, including students with disabilities, to access, progress and achieve with attention to Year 7, 8 and 9. Whole school NCCD practices (coordinated approach) Teacher Aide and teacher collaboration New individual curriculum plan (ICP) process, building staff capability to support all students to progress through the curriculum. 	<p>Decrease in major behaviour incidents.</p> <p>Increase in allocated Springer Points/ positive behaviour records.</p> <p>SOS Student behaviour is well managed at this school. (Parent 80% & Student 60%) & This school celebrates student achievement (90% for both student & Parent).</p> <p>Accessible Assessment LOA Targets</p> <p>Year 7-9 A or B 30% DDA</p> <p>Year 7-9 C or above 80% DDA</p>	<p>Students can/will</p> <ul style="list-style-type: none"> Improve engagement (academic, behaviour & social/emotional). Improve academic level of achievement. Celebrate and enjoy their successes. Feel welcomed, encouraged and confident learning in a nurturing environment. "Get more out of it!" Feel seen, heard and included. Want to grow to be the best version of themselves. 	
<p>Create and implement a Suite of Learning options that supports building an expert teaching team and the whole school implementation of the Springer Learning Approach.</p> <p>Formalise termly purposeful walkthroughs for school leaders to engage in classrooms & support line of sight of the Springer Learning Approach.</p>	<p>PULSE – 100% strongly agree/agree teaching staff have accessed professional development through Springer Learning Suite</p> <p>SOS Staff - I have access to relevant PD 90% Teaching & 85% non-teaching</p> <p>100% SLT complete a minimum of 1 walk through per term with another school leader with a focus on Springer Learning Approach.</p> <p>100% of NBT included in walkthroughs within the first term of them beginning with us.</p>	<p>Leaders can/will</p> <ul style="list-style-type: none"> Have a shared understanding and language of Springer Learning Approach. Purposeful walkthroughs & Collegial engagement. Engage with Leading Teams workshops Support staff to identify professional suite of learning options that strengthen and connect to their SPGs. 	
<p>Consolidate a whole school Collegial Engagement Observation Process as our coordinated approach to enact formal opportunities for all teachers to engage in observations, feedback & reflection on teaching to support continuous improvement of practice.</p> <p>Formalise leadership pathways and nurture future school leaders to support school leadership density and capacity to lead highly effective teams through:</p> <ul style="list-style-type: none"> School defined leadership roles Aspiring leaders program Executive and School Leadership Team leadership development through Leading Teams workshops <p>Strengthen and reinforce opportunities for staff to develop their capability in using evidence-informed differentiated teaching and learning practices to appropriately challenge and extend a full range of students through in-class supports:</p> <ul style="list-style-type: none"> Classroom Profiling Behaviour specialist Learning Enrichment Teachers <p>Develop staff capability in using Compass and implement it as the school's common platform to promote consistency and efficiency.</p>	<p>PULSE – 100% of teaching staff complete 1 full round of collegial engagement.</p> <p>SOS Staff - I receive useful feedback about my work at this school 90.2 (in line with QSS)</p> <p>Outcome of Leading Teams workshop for Exec/SLT - SOS staff increase in agreement for statement - The School Leadership Team model the behaviours expected of all employees.</p> <p>PULSE – 100% agree or strongly agree – I am familiar with the in-class options available to me to support my differentiated teaching and learning practices to challenge and extend a full range of students.</p> <p>PULSE – 100% strongly agree and agree staff feel comfortable with the use of Compass in their daily operations.</p>	<p>Staff can/will</p> <ul style="list-style-type: none"> Have a shared understanding & language of Springer Learning Approach. Access suite of Learning options (Professional Development) & in-class supports. Engage in Collegial Engagement Use Compass. <p>Students can/will</p> <ul style="list-style-type: none"> Access quality instruction and be challenged and extended. Feel more engaged and excited to learn. Increased sense of trust. "Efficient teaching = efficient learning". Feel inspired. 	



What is red tape? In education, red tape often presents as excessive or ineffective reporting, complex compliance, technical and administrative processes that can occupy teachers' attention, reducing the time and energy they are able to devote to teaching and learning. Reduction of red tape in day-to-day work, planning and processes include: Reducing number of actions in our annual implementation plan (AIP), refining whole school improvement priorities to sharp & narrow focus each year. Each year, the whole school pedagogical approach, locally known as Springer Learning Approach, if an administrative process in school can be automated, staff submit their suggestion for improvement via link in The Weekly. Simplify excursion planning with a focus on on-site, no cost, low-risk activities. AISTL Change Management model of behaviour change used by school leaders. https://www.dia.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-principals-and-the-teaching-profession.pdf?sfvrsn=607e1f3c_26