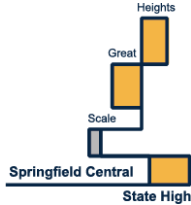


2024 ANNUAL IMPLEMENTATION PLAN





KNOW OUR LEARNERS

HOLISTIC APPROACH

STRATEGY/IES

Foster staff awareness and understanding regarding the beneficial outcomes of cultivating authentic and supportive relationships with our students.

Build staff capacity to embed inclusive practices in all areas of our school to ensure all Springers are valued.

- ACTIONS - INCLUDING RESPONSIBLE OFFICER(S)**
- Develop a school-wide shared understanding of Inclusion.
 - Strengthen staff and capabilities in implementing school-wide approach that aligns with the principles of trauma – informed practice (TIP).
 - Introduce Universal Design for Learning (UDL) practices into classroom teaching practices.
 - Develop staff capabilities in comprehending and implementing differentiated strategies for every learner.
 - Review current processes on tracking and case management of all students.
 - Investigate the implementation of whole-school data-informed practices of TrackEd.
 - Develop Tier 2 programs to support the identified needs of our students through the Wellbeing Team.

SUCCESS CRITERIA

T1

- Expand case management team and refine ways of working
- Enhance staff awareness of the Inclusion Tab for improved support in planning and teaching practices.
- 100% teaching staff using Student Notes to document their differentiation practices
- Teacher-led team develops and trials differentiation strategies in classrooms.
- Inclusion team shares Differentiation Strategies through staff and faculty meetings, and on the intranet, focusing on below, at, and above levels
- 100% staff introduced to the principles of TIP
- TIP Champion team created
- Tier 2 programs developed to support students. Various datasets used to inform needs.
- Use inquiry cycle to review processes for case management and tracking
- Visit best practice schools around case management

T2

- Consolidating the skills and knowledge of the new members of the case management team
- Most staff use the Inclusion Tab to access resources to better support their students through assessment support, case referrals, and accessing individual student case management details
- 100% teaching staff are using the Student Notes to document their differentiation practices
- Differentiation Champions identified and begin to share practise
- Inclusion Team continue T1 process of sharing Differentiation strategies.
- 25% staff utilising TIP resources to build their understanding and practise
- TIP Champion team commence sharing best practise
- Tier 2 programs commencing with reviews completed at the end of each program
- Refine current process for tracking and case management using the scan and assess

T3

- 100% of Case Management staff able to independently support their students
- 100% of staff using the Inclusion Tab to access resources to support their students
- The sharing of Differentiation Strategies embedded into practice
- Inclusion team continue T1 process of sharing Differentiation strategies.
- Differentiation Champions introduce UDL to groups of staff
- Staff can identify the practises that they implemented based on their current knowledge
- Tier 2 programs continuing to be implemented and reviewed at end of each program
- Whole school consistent approach to tracking and case management of students



HIGH QUALITY TEACHING & LEARNING

EVERY ROOM, EVERY DAY

STRATEGY/IES

Build Staff capacity to embed classroom routines - known locally as Common Agreements, and execute high-quality, evidence-based teaching and learning routine and pedagogical strategies to maximise student learning and engagement

- ACTIONS - INCLUDING RESPONSIBLE OFFICER(S)**
- Build Staff Teaching and Learning capacity to maximise student outcomes through intensive and direct focus on Common Agreements and High Impact Teaching Strategies (HITS)
 - Direct focus on building Middle Leadership team Instructional Leadership and Interpersonal skills to ensure alignment of delivering school priorities – Know your learner and High-Quality Teaching and Learning
 - Continue to build on a solid foundation of collegial engagement through introduction of collaborative planning to create teacher led teams – focused on HITS and maximising student outcomes
 - Work collaboratively with Metropolitan South Region to implement flexible school hours to introduce Collaborative Planning for staff to strategically build staff capacity to ensure alignment to equity excellence framework and maximise student outcomes.

T1

- 100% teaching staff engage in pulse check survey to analyse impact on data and align SCSHS AIP and strategic focus for Term 1
- 100% teaching staff know, understand and embed Common Agreements – every classroom, every day
- 100% of middle leaders have engaged in walk throughs of line managed staff with focus on implementation and engagement of Common Agreements
- 100% of Executive Team and middle leaders have completed Phase 1 APDP
- 100% of New and Beginning Teachers (NBT) have engaged with NBT program and completed walk throughs focused on Common Agreements
- Creation of Teaching and Learning Teacher Led Teams with specific Key Performance Indicators of improving student outcomes
- Executive team work collaboratively with Region to develop and implement collaborative planning model

T2

- 100% teaching staff engage in pulse check survey to analyse impact on data and align SCSHS AIP and strategic focus for Term 2
- Teaching and Learning team pilot HITS in classroom learning sequences and collate measurable data to analyse impact
- 100% of Executive Team and middle leaders have engaged in walk throughs of line managed staff with focus on HITS
- 100% of middle leaders have completed Phase 2 APDP with line managed staff
- 100% of NBT have engaged in lesson observations and feedback cycles focused on HITS
- 100% of SLT have engaged with GROWTH coaching framework
- Collaborative Planning model trial commences

T3

- 100% teaching staff engage in pulse checks to analyse impact on data and align SCSHS AIP and strategic focus for Term 3
- 100% of Executive team and middle leaders have engaged in walk throughs of line managed staff with focus on implementation of Common Agreements and HITS
- 100% of Staff have engaged with GROWTH coaching collegial engagement process focused on Teaching and Learning impact
- Teaching and Learning team lead HITS with SCSHS Teaching staff with focus on one HITS in Collaborative Planning time

SUCCESS CRITERIA

MEASURABLE OUTCOMES	SUCCESS CRITERIA	ARTEFACTS
<ul style="list-style-type: none">• 80% of students feel safe at school.• All staff participate in TIP professional development• 75% teaching staff using TIP strategies in their classroom practices• Staff increase in implementing TIP approaches with students and families• 100% teaching staff implement inclusive practices in planning and teaching• Tier 2 Programs implemented and led by the Wellbeing Team that meet the needs of our students• 20% teaching staff apply UDL practices in their lessons• Whole school process for tracking and case management of all students	<p>BEHAVIOURALLY</p> <p>Students will feel safe and supported in all areas of the school.</p> <p>Teachers will understand and are committed to implementing evidenced based practices including UDLs and TIP into their planning and teaching.</p> <p>Leadership will develop middle leaders' capacity to advocate and lead the development and implementation of the priorities and support their staff through the learning journey.</p>	<ul style="list-style-type: none">• Student Achievement Data• Staff and Student Pulse Check data• PL Data• Student Attendance Data• SDA Data

MEASURABLE OUTCOMES	SUCCESS CRITERIA	ARTEFACTS
<ul style="list-style-type: none">• 100% Staff/students understand and implement/follow Common Agreements in every classroom• 100% of staff embed High Impact Teachings Strategies (HITS) in their classrooms to maximise student learning• 100% of middle leaders engage with regular walk through and feedback cycles focusing on explicit improvement teaching and learning in our classrooms• 100% of staff have engaged in GROWTH Coaching conversations focused on Teaching & Learning impact• 100% of teaching staff complete termly pulse checks to provide feedback on implementation and impact of HITS & Common Agreements• 10% increase in positive PL data	<p>BEHAVIOURALLY</p> <p>Students can recall their teacher's classroom routines and engage with teaching and learning in every class</p> <p>Teachers will Implement Common Agreements and HITS in all lesson and learning sequences</p> <p>Leadership will develop Staff capacity through a concentrated and intentional focus on developing our middle leaders instructional leadership and interpersonal leadership skills.</p>	<ul style="list-style-type: none">• Student Achievement Data• Staff and Student Pulse Check data• PL Data• Student Attendance Data• SDA Data