

Springwood State High School
2026 ANNUAL IMPLEMENTATION PLAN
 Engagement and Wellbeing -----Future-Focused Learning-----Culture and Inclusion

<p>School priority 1: Future-Focussed Learning We position students for a variety of future pathways by developing an expert and whole-school teaching team that demonstrate high quality instruction, high academic rigour and self-reflective practices.</p> <p>Strategy: To lift A-C LOA by building teacher capacity and capability through collective efficacy to implement reading strategies aligned with the Australian Curriculum and the senior curriculum.</p>	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes: Above schools for LOA A-C and A-B and QCE/QCIA attainment.</p>	<p>ALP measurable/desired outcomes: Year 7-10, 93.3% A-C LOA (increase of 3%) Year 7-10, 57.5% A-B LOA (increase of 3%)</p>
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<p>Actions:</p> <ul style="list-style-type: none"> A) Teachers actively participate and lead Collaborative Planning Teams (CPT), with a focus on reading strategies, and engage in watching others work. B) School leaders' model instructional leadership, with a focus on reading strategies, through CPT participation and classroom walk throughs. C) Executive leaders' model instructional leadership, with a focus on reading strategies, through line management meetings, PD Cafes and Senior Leadership Team meetings. 	<p>Monitoring</p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4					<p>Responsible officers:</p> <ul style="list-style-type: none"> A) ELT and Curriculum HoDs B) Curriculum HoDs C) ELT – Principal and Deputy Principals 	<p>Resources: CPT process booklet PD around protocols for CPT Ongoing PD for Instructional Leadership</p>				
Term 1	Term 2	Term 3	Term 4												
<p>School priority 2: Engagement and Wellbeing We empower students to be optimistic learners through strengthening our inclusive school community that values diversity and wellbeing for students and staff.</p> <p>Strategy: To improve LOA for students by removing learning barriers through tier 2 proactive interventions.</p>	<p>Monitoring</p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes: Above schools for NAPLAN, LOA A-C and A-B and QCE/QCIA attainment. Above schools in School Opinion survey.</p>	<p>ALP measurable/desired outcomes: Completion and implementation of the Wellbeing framework. Reduction (10%) of SDA's.</p>				
Term 1	Term 2	Term 3	Term 4												
<p>Actions:</p> <ul style="list-style-type: none"> A) Implement a reading intervention program for tier 2 students. B) Create and implement the PBL focus and Wellbeing Plan to improve student voice. C) Expand the FlexiSpace to target 10-15 students identified through data with a specific social/emotional focus. <p>School priority 3: Culture and Inclusion We value voices of students, staff, parents and the community recognising that collaboration leads to stronger outcomes.</p>	<p>Monitoring</p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4					<p>Responsible officers:</p> <ul style="list-style-type: none"> A) Deputy Principal Senior Schooling B) Deputy Principal Junior Schooling C) Principal <p>Long term measurable/desired outcomes: Above schools in the School Opinion survey.</p>	<p>Resources: Speech Pathologist. DIBEL Regional Support for the Wellbeing framework. Best practice in FlexiSpaces.</p> <p>ALP measurable/desired outcomes: >5% increase in School Opinion Survey Data in: Parents and students – partnership and school culture questions</p>				
Term 1	Term 2	Term 3	Term 4												
<p>Strategies: To improve School Opinion Survey data by improving student and parent voice and agency as members of our school community.</p> <p>Actions:</p> <ul style="list-style-type: none"> A) Strengthen the Student House Council process and build House culture to increase student voice within the school community. B) Implement a First Nations plan to have a strengths-based approach to support our students. 	<p>Monitoring</p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4					<p>Responsible officers:</p> <ul style="list-style-type: none"> A) Principal, House Leaders, House Masters B) Activist House Leader and Social Worker 	<p>Resources: Line 7 lessons. First Nations Plan</p>				
Term 1	Term 2	Term 3	Term 4												
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p style="text-align: center;">  Sally Campbell Principal  Martina Bradic Community Representative </p> <p style="text-align: right;">  Joel Buchholz School Supervisor 19/03/2026 </p>															