Jimboomba State School
2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement Wellbeing and engagement Culture and Inclusion

School priority 1: Australian Curriculum – English	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
	Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.					**English Results Whole school - Students will**

	Term 1	Term 2	Term 3	Term 4	

- To deliver the Australian Curriculum with fidelity through whole school curriculum units and assessment plan by:
  - building staff understanding of the Australian Curriculum as applied to classroom planning, teaching and learning as articulated in the Curriculum, Assessment and Reporting Framework.
  - Enacting the Australian Curriculum version 9 across the school.

- To Improve Collegial Engagement and provide feedback on aspects of pedagogical practice or other evidence-based trials that support improved learning results by:
  - Establishing an agreed revised Collegial Engagement process;
  - Building staff capability regarding school wide pedagogical practices

Long term measurable/desired outcomes:
1. Whole school curriculum and assessment plan includes, reading, writing and spelling.
2. Planning practices ensure that the Australian Curriculum version 9 is enacted across the school.
3. Professional Development provided for staff, developing their growth and to strengthen the understanding of the Australian Curriculum as applied to classroom planning, teaching and learning.
4. Further improve staff capabilities and confidence through a collaborative approach to Collegial Engagement.
5. Observe consistency of evidence-based practice in relation to agreed school practices or evidence-based trials. (Collegial Engagement Framework)
6. Community partners satisfied with school links and support for students.
7. Parents satisfied with communication between school and home.
8. Improve NAPLAN and A-E Alignment in Assessment in the upper school.

AIP measurable/desired outcomes:
English Results Whole school - Students will
Prep – A-B 70% A-C 90%
Year 1 – A-B 65% A-C 85%
Year 2 – A-B 60% A-C 85%
Year 3 – A-B 60% A-C 85%
Year 4 – A-B 45% A-C 80%
Year 5 – A-B 45% A-C 85%
Year 6 - A-B 50% A-C 90%
Targets align to 2023 results achieved in Semester 2 reporting.

English results First Nations students will
Achieve results consistent with the whole school results, no gap
SDA and Behaviour Data
Reduce the number of SDAs for Year 4 by 10%
Reduce the number of major behaviour incidents for year 4 by 10% from the 411 recorded in 2023 in Year 3. Target 370 Majors
Observable behaviours
- Teachers will all be implementing the Australian Curriuclum thorugh the school developed integrated units.
- School administrators will enact Collegial Engagement Framework.
- Principal will provide regular school achievement updates to staff community and P&C
- Teachers will deliver the Australian Curriuclum aligned to the requirements of the CARF and consistently with the School Data Plan.
- School Opinion Data shows improvement in satisfaction in communuication with the community.

Artefacts:
- Teacher timetables reflect the appropriate time allocation according to the CARF.
- Integrated Australian Curriculum Units V9
- Completed Maths Units for Term 1 2025 implementation.
- Revised agreed Collegial Engagement framework.

Strategy/ies: evidenced by

1. Implementation of Quality Assurance (QA) processes for the planning and enactment of the Australian Curriculum, including the strengthening of four-phase moderation processes.
2. Progressing staff knowledge, understanding and delivery of the Australian Curriculum, including general capabilities and cross-curriculum priorities moving focus from English to Maths.
3. Collaborative identification and articulation a range of school-wide pedagogical approaches, including digital pedagogies and provision of professional learning to support teachers to develop their capabilities.
4. Building student independence to work on tasks to achieve improvement in individual assessment tasks including NAPLAN.
5. Development of a revised "Collegial Engagement Framework" which identifies how professional engagement, including classroom observations, walkthroughs, peer coaching and modelled lessons will be enacted.
6. Build teachers capacity in data literacy to increase ownership of class data.
7. Reviewing the impact of service and resource delivery to classrooms and students, to improving student outcomes and on task behaviour.
8. Seek to build partnerships with cluster schools to collaboratively engage in professional learning and the sharing of evidence informed practices.
9. Identifying opportunities to extending the range of community partnerships that enhance student learning and wellbeing outcomes.

Actions:	Responsible officer(s):	Resources:
- Refine moderation practices internally and partner with the Flagstone Cluster to initiate and cluster moderation. - Implement version 9 integrated curriculum units to meet Australian Curriculum requirements and time allocations from (CARF). - Provide professional development through planning days for teaching staff to refine units and review class data sets. - Implement Year 4 monitoring strategies to track student progress through differentiated resourcing based on need (TA support, Coaching, modelling and behaviour support), monitoring student attendance (student 95 Strategy) and reviewing student behaviour and SDA's (PBL Data and OneSchool Data). - Commence work on the Australian Curriculum Version 9 units in Mathematics. - Continue to support the Effective Teaching of Reading, the Sharratt's 14 parameters as a business as usual model. - Collaboratively develop an agreed collegial engagement process. - Support most vulnerable students by tracking and monitoring students with learning needs via STLAN, Indigenous Support Teacher, Guidance Officer, inclusion team and classroom differentiated practices. Personalised Learning Plans (PLPs) reflect learning goals and aspirational targets. - Implement PBL Processes consistently across the school. - Employ a Literacy, Numeracy and Pedagogical Coach. - Maintain links with Cluster moderation initiative, Yarrabilba Cluster and Effective Teaching of Reading Cluster (ETOR).	Head of Department Curriculum (HODC) HODC HODC HODC and Coach, DP Coach DPs and Coach Principal and DPs DPs SNAC Team leaders, Administration Team, STLAN, GO and Indigenous support teacher. Principal DPs Principal, HODC	Financial resources available to support priority 1 and are available through the following cost centres: • Literacy and Numeracy, English, Curriculum, Professional Development • Principal's Strategic Initiatives • Technology Human Resources available to support priority 1 include the following: • DP lower school, DP middle school, HODC, literacy, numeracy and pedagogy coach, inclusion staff and special needs staff. • Principal Physical and Digital Resources available to support priority 1 include the following: • Resources stored in OnePortal, • Resource Centre resources, • Technology Centre,

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School priority 2: Equity – Improve student learning through PBL and student well-being.	Monitoring Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.				Long term measurable/desired outcomes:	AIP measurable/desired outcomes: **Check in and Connect Strategy**
	Term 1	Term 2	Term 3	Term 4		70% of classes report positive responses to check in and connect.

Strategy/ies: evidenced base guided by

1. The delivery and consolidation of PBL and behavioural expectations, with ongoing review and refinement of clear evidence-based practices to maximise impact.
2. Collaboratively developing a staff and student wellbeing framework.
3. Collaboratively developing a shared understanding of inclusion to inform agreed whole-school inclusive practices.
4. Strengthening practices with regards to comparison of disaggregated data for priority groups and triangulation of a range of data sets.
5. Aligning respectful relationships education resources with the Australian Curriculum version 9 and integration through Health Planning and PBL/Wellbeing lessons and routines.

Long term measurable/desired outcomes:

1. PBL model refined and applied consistently across the school.
2. Teachers and students will engage in the Check-in and Connect Routine across the school.
3. Further develop staff ability to differentiate for all students.
4. A reduction in student behaviour referrals and SDAs

AIP measurable/desired outcomes:

SDA and Behaviour Data

- *OneSchool Behaviour – Major and Minors*
- *A reduction of 10% over Majors recoded in 2023 (2807 Majors).*
- *A reduction of 10% in the number of students who are recorded in Majors down from 441 annually.*
- *A 10% reduction in SDA's*
- *Reduce SDA over 2023 by 10%*

School Opinion Data Relating to management of student behaviour achieves the following.

- *Staff 70%*
- *Student 70%*
- *Community 70%*
- *Student attendance Data achieves 90%*
- *Data Gathered in relation to students receiving social skilling programs is reduced by 50% over a 10 week period.*

Observable behaviours

- *School staff will enact the school wide PBL practices.*
- *Student Code of Conduct updated and students adhering to the school expectations observed through calm classrooms.*
- *Social skilling programs well attended and generating positive outcomes as evidenced by behaviour data.*
- *Equitable resource distribution achieved and evidenced by Inclusion staff caseloads and teacher aide allocations to class.*
- *Data informed, evidence-based practices observed in classrooms.*
- *Student attendance awards provided to students achieving 95% attendance or better.*

Artifacts:

- *School Student Code of Conduct revised and agreed*
- *Wellbeing Framework Evident*
- *Respectful Relationships alignment with Australian Curriculum Version 9 available.*
- *PBL Alignment with Berry Street Model available.*
- *Model of resource distribution methodology available.*
- *School Attendance Policy*

Actions:

- Review major and minor behaviours.
- Align school practices with the Berry Street Model.
- Implement Rock and Water to support students with behavioural needs.
- Provide a Youth Worker to support student attendance, social skilling programs and low-level behaviour intervention.
- Provide additional training for staff on Pupil Free Days regarding PBL expectations and classroom strategies.
- PBL Coach, Youth Worker and Wellbeing Guidance Officer to provide advice and data to the administrative team, SNAC and Student Wellbeing Team regarding data trends and individual students who may be at risk.
- Provide a PBL coach to support the mentoring and modelling of classroom / whole school practices in addition to managing specific behaviour data sets eg. Tier 1-3 students, pointy end students and whole school strategy attainment.
- Employ a behaviour teacher aide to support tier 1 and two behaviours and the delivery of social skills programs.
- Employ additional guidance time for 3 days per fortnight, continue Indigenous Support Teacher position.
- Wellbeing team, work in collaboration with staff to revise the current Wellbeing Framework

Responsible officer(s):

DP 5-6
Wellbeing Guidance Officer and PBL Coach
PBL Coach
Principal
DP 5-6, DP 3-4
Wellbeing Guidance Officer

Principal

Principal

Wellbeing Guidance Officer

Resources:

Financial resources available to support priority 2 and are available through the following cost centres:

- *PBL, Guidance Officer,SBS Staffing, Principal's Strategic Initiatives*

Human resources available to support priority 2 include the following:

- *Admin Team members*
- *PBL Coach*
- *Behaviour and Inclusion Teacher Aides*
- *Youth Worker*
- *Chaplain*
- *Inclusion and Support Teachers*
- *Wellbeing Guidance Officer*
- *Guidance Officer standard*

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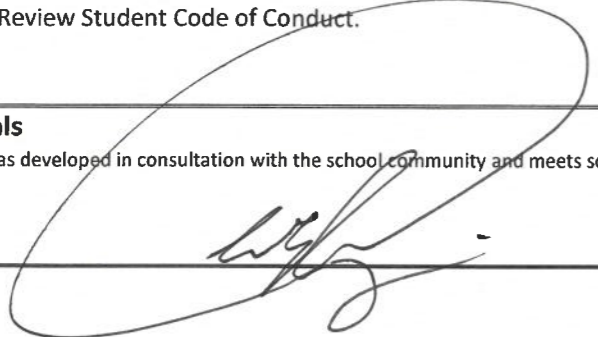|		
• Continue to refine resourcing and service delivery strategies associated with the Reasonable Adjustment Resourcing and attending to student needs within existing resources. • Strengthen practices in relation to school data sets including SORD, Behaviour (Referrals, Triangulation), PBL (SET - School Evaluation Tool; EBS – Effective Behaviour Support Survey), Attendance, First Nations students and NCCD through direct teacher involvement, use and acknowledgement of the data sets and the triangulation of these to identify students who are high risk or are our most vulnerable. • Align Respectful Relationships Education with new curriculum units to be delivered, PBL and additional support programs offered such as Rock and Water, Deadly Choices, Indigenous Health Checks, Solid Pathways and Social Skilling programs. • Review Student Code of Conduct.	Head of Inclusion Principal DP 5-6 Indigenous Support Teacher	Physical and Digital Resources available to support priority 2 include the following: • *Resources stored in OnePortal,* • *Resources Centre resources,* • *Technology Centre,* • *Behaviour Data Tools,* • *Rock and Water equipment,* • *Check-in and Connect Resources,* • *Wellbeing Framework,* • *Respectful Relationships Documentation and iHub Committees.*

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**   22/2/24